

First 9-Weeks: At a Glance Benchmark Pacing of English Standards

Grade 4

Fluency (4.5 & 4.6) l Monitoring (4.5 & 4.6) i, k	Comprehension Fiction (4.5) a, b, c, d, e, i, j	Comprehension Non-Fiction (4.6) a, b, c, d, e, f, h, i	Vocabulary (4.4) a, b, c	Word Knowledge (4.4) b (4.8) g, h	Writing Genre Target : Personal Narrative and Personal Narrative Prompt		
					Composition (4.7) c, f, b	Written Expression (4.7) b	Usage and Mechanics (4.8) e, g
<p>Fluency Cueing Systems: Meaning, Structure, Visual Word Analysis Skills Automatically Read High Frequency Words Phrasing; Punctuation and Sentence Structure Pacing and Rhythm; Expression and Intonation</p> <p>Monitoring Before Reading Preview Make Predictions</p> <p>During Reading Make Connections Question Use Context Clues Clarify Infer Reread to Clarify Self-Correct</p> <p>After Reading Summarize Locate Details Ask & Answer Questions</p>	<p>Genre Targets Realistic Fiction & Mystery Make, Confirm, and Modify/Revise Predictions Identify the Problem and Solution Summarize Identify Cause- Effect Relationships Determine the Cause of an Effect Make Inferences about Character, Setting, Events Ask and Answer Questions: Who, What, Why, Where, When, How Describe Author’s use of Language to Describe Characters, Setting, Events Identify Main Idea or Theme Identify Author’s Purpose</p>	<p>Genre Targets Textbooks, Articles, Leveled Readers, Informational Passages Text & Web Apply Background Knowledge Make Connections: Text-Self, Text-Text, Text-Graphics/Visuals Use Text Features Make Inferences Sequence Events Categorize and Classify Information Identify Main Idea and Supporting Details Summarize using Graphic Organizer, Outline and Notes Distinguish Fact from Opinion Locate Information Predict Questions that Might be Answered Explain Author’s Purpose</p>	<p>Affixes Understand how Prefixes and Suffixes change the meaning of a word. Synonyms Context Clues Restatement Synonym Example Direct Description Definition Dictionary ABC Order Guide Words Entry Definitions Correct Meaning of Multiple Meaning Words Glossary ABC Order Location of Glossary Similar and Different from Dictionary Grade-Level Vocabulary General Academic Content-Specific Grammar Terms Know by End of Year Noun, Pronoun Verb Preposition Adjective, Adverb</p>	<p>Word Analysis Syllabication Compound Words Contractions Singular & Plural Possessive Homophones Inflected Endings: -s, -er, -ed, -ing; -er, -est Common Affixes Prefixes : un-, dis-, non-,re-, ex-, mis- Suffixes: -y , -ly -ful, -less, -ible Spelling Grade-Level Targets Short Vowel Sounds: a, e, i, o, u Long Vowel Sounds: Long a: aCe, ai, ay Long e: ea, ee Long i: iCe, igh, i Long o: oCe, oa, ow, o Long u or oo: uCe, ew, ue, ui Short oo R-controlled Vowels ear, eer; ar; are, air or, ore; ir, ur, ear, or; ure /ou/ or /ow/ sound /ô/ or /aw/ sound Student Developmental Level Based on <u>Words Their Way</u> and <u>Word Journeys</u></p>	<p>Writing to a Prompt Personal Narrative Analyzing, Planning Organizing, Composing, Editing Writing in a Genre Narrative Nonfiction: Explanation of Process/How To Personal Narrative Prewriting Reading and Hearing Peer & Professional Writing Brainstorming, Listing, Talking with Partner Free-writing Creating Graphic Organizer, e.g., idea web Organizing Clear, Focused Topic or Event Topic Sentence/ Main Idea Paragraph Keeping on Topic/ Eliminating Unrelated Events/Details Sequencing events</p>	<p>Elaborating Specific Details within Sentences Selected Information within Paragraphs Author’s Voice Opening Hook, e.g. Strong words to create picture reader can imagine, unexpected statement, question, dialogue Specific Vocabulary: Exact Nouns, Sensory Details and Language Sentence Variety: Long and Short Sentences Sequence Transition/ Signal Words Written to an Audience Expresses Feelings</p>	<p>Capitalization Days & Months Beginning of Sentence Punctuation Commas: Dates and Places/Addresses Simple Series Compound Sentence End Punctuation: Period Question Mark Exclamation Mark Sentences Complete Sentences / in Compound Subject Past and Present Verb Tense Plural Nouns Parts of a Sentence: Subject, Predicate Spelling Frequently Used Words & Homophones Use Spell Checker Handwriting Legible Cursive Word Processing Implement Word Processing Skills Scope and Sequence.</p>

Nine Weeks 2: Benchmark English Standards at a Glance

Grade 4

Fluency (4.5 & 4.6) l Monitoring (4.5 & 4.6) i, k	Comprehension Fiction (4.5) a, b, c, d, e, f, g, h, l, j	Comprehension Non-Fiction (4.6) a, c, d, e, f, g, h, i (4.9) c	Vocabulary (4.4) a, b, c	Word Knowledge (4.4) b (4.8)	Writing Genre Target : Personal Narrative Prompt, Informational Text, Narrative Nonfiction (biography/ autobiography, personal narrative) and Teacher Choice		
					Composition (4.7) c, b, f, e optional (4.9) a, b, c, d, e*	Written Expression (4.7) b, e, i	Usage & Mechanics (4.8) b, c, e, g, h
<p>Fluency Cueing Systems: Meaning, Structure, Visual Word Analysis Skills Automatically Read High Frequency Words Phrasing; Punctuation and Sentence Structure Pacing and Rhythm; Expression and Intonation</p> <p>Monitoring Before Reading Preview Make Predictions</p> <p>During Reading Make Connections Question Use Context Clues Clarify Infer Integrate New Information Reread to Clarify Self-Correct</p> <p>After Reading Summarize Locate Information Use Graphic Organizer: time line, flow chart, cause/effect</p>	<p>Genre Targets Fantasy & Biography (Narrative Nonfiction) Make, Confirm, Modify & Revise Predictions Identify the Problem and Solution Summarize Determine the Cause of an Effect Make Inferences about Character, Setting, Events Describe Author’s use of Language & Sensory Words to Describe Characters, Setting, and Events</p> <p>Identify Facts in Biography Know Characteristics of Biography & Autobiography Differentiate between Realism and Fantasy Identify Main Idea or Theme Make Text to Text Connections: Similar Themes, Topics, Patterns of Events Identify Author’s Purpose</p>	<p>Genre Targets Textbooks, Articles, Leveled Readers, Infor- mational Passages & Web Apply Background Knowledge Use Text Features Make Inferences & Draw Conclusions Understand Text Structure: Sequence of Events; Main Idea/ Supporting Detail; Cause/Effect Summarize using Graphic Organizer (time line, cause/effect, comparison/ contrast, flow chart) and Outline Categorize and Classify Information Make Inferences and Draw Conclusions using Information in Charts, Tables and Graphs Take Notes with Headings Distinguish Fact from Opinion Identify Author’s Purpose Locate Information: appropriate resource, key terms, parts of book, skim text Reference Resources: Almanac, Atlas, Encyclopedia, Reference Books, Online Sources</p>	<p>Reading Vocabulary Adjectives to Describe: Person, Character, Action, or Event. SOL Test-specific Language</p> <p>Context Clues Within Sentence & Paragraph: Synonym, Restatement, Example Direct Description, Definition</p> <p>Dictionary Alphabetical Order, Guide Words, Entry, Definitions, Correct Meaning of Multiple Meaning words</p> <p>Synonyms & Antonyms</p> <p>Word Reference Resources Different Purposes for Using Dictionary, Thesaurus, and Glossary</p> <p>Signal Words Sequence Comparison/ Contrast Examples Description with Clarifying Details</p>	<p>Word Analysis Syllabication Inflected Endings: -ed, -ing; -er, -est Singular and Plural Possessives Contractions Homophones</p> <p>Meaning of Affixes Prefixes : un-, dis-, non-, re-, ex-, pre- mis-, non- Suffixes: -y , -ly - ful, -er, -less, -ness, -able, -tion, -ment; er, or, ist</p> <p>Meaning of Roots: tele, rupt, sign, spect</p> <p>Spelling Grade - Level Targets Compound Words Schwa sound in er, or, are el, al, le Adding endings: -ed, -ing</p> <p>Developmental Level Based on <u>Words Their Way</u> and <u>Word Journeys</u></p>	<p>Writing to a Prompt Personal Narrative Analyzing, Planning, Organizing, Composing, Editing Writing to a Genre Narrative Nonfiction Informational Text* Prewriting Reading and Hearing Peer & Professional Writing Brainstorming & Listing Talking & Free-writing Creating Graphic Organizer Note-taking</p> <p>Organizing Clear Topic Topic Sentence/ Main Idea Multiple focused Paragraphs Clear Main Idea Clustered and Sequenced Development Opening, Middle, Ending Imitating format of a book</p> <p>Elaborating Specific Details/Facts within Sentences Selected Information within Paragraphs Development of Idea in One Sentence with Information in Following Sentences * May include Research Standard 4.9 when writing informational text.</p>	<p>Author’s Voice Engaging Opening Specific Vocabulary: Exact Nouns Strong Verbs Precise Adjectives Sensory Language Expresses Feelings Selected Information: Details Examples Description Sentence Variety: Long and Short Sentences Prepositional Phrases Dialogue Transition/Signal Words Sequence and Example 1st Person Narration Consistent Control Aware of Audience Grammar Terms Know by End of Year: Noun, Pronoun Verb, Preposition Adjective, Adverb</p>	<p>Capitalization Beginning of Sentence Punctuation Commas: Simple Series End Punctuation: Period, Question Mark Exclamation Mark Apostrophe: Contraction, Possession Sentences Complete Sentences I in Compound Subject Subject-Verb Agreement Eliminate double negatives Spelling Frequently Used Words, Homophones Giving Credit Language and Thoughts of Another Author are Credited Handwriting Legible Cursive Keyboarding</p>

Nine Weeks 3: Benchmark English Standards at a Glance

Grade 4

Fluency (4.5 & 4.6) l Monitoring (4.5 & 4.6) i, k	Comprehension Fiction (4.5) b, c, d, e, h	Comprehension Non-Fiction (4.6) a, b, c, d, e, f, j (4.9 Research)	Vocabulary (4.4) b, g	Word Knowledge (4.4) b, (4.8) g, h	Writing Genre Target : Explanation Prompt, Letter, and Biography and Functional Text (How-To or Directions) written in Flyer or Brochure Format + Research Product		
					Composition (4.7) a, b, c, d, e, f (4.9) a, b, c, d, e	Written Expression (4.7) b, e, i, j, k	Usage & Mechanics (4.8) a, b, c, d, e, f, g, h
<p>Fluency Word Analysis Skills: multi-syllable words Automatically Read High Frequency Words Phrasing; Punctuation and Sentence Structure Pacing and Rhythm; Expression and Intonation</p> <p>Monitoring Before Reading Preview Make Predictions Access Background Knowledge</p> <p>During Reading Make Connections Confirm & Modify Predictions Question Use Context Clues Skim and Scan Clarify Infer Integrate New Information Reread to Clarify Self-Correct</p> <p>After Reading Summarize Locate Information</p>	<p>Genre Targets Historical & Realistic Fiction Identify Main Idea or Theme Summarize with important details Identify historical facts Distinguish between real and made-up details Identify the Problem and Solution Determine the Cause of an Effect Make Inferences about Character, Setting, Events Compare and Contrast Characters, Settings, Events Make and justify inferences and conclusions about Characters, Setting, Events Know Characteristics of Historical Fiction Make Text to Text Connections: Similar Themes, Topics, Patterns of Events Identify Author's Purpose</p>	<p>Genre Targets Textbooks, Articles, Leveled Readers, Text and Web Informational Passages, Primary Sources & Functional Texts Preview and Apply Background Knowledge Categorize and Classify Information Use Text Features Make Inferences & Draw Conclusions Understand Text Structure: Sequence of Events; Main Idea/ Supporting Detail; Comparison/ Contrast; Cause-Effect Generate Question to be Answered Paraphrase Main Idea Summarize using Graphic Organizer, and Outline Take Notes with Headings Distinguish Fact/Opinion Identify Author's Purpose Use Search Strategies: key terms, table of contents, skimming Identify Appropriate Reference Resources</p>	<p>Context Clues Within Sentence & Paragraph: Synonym, Restatement, Example Direct Description, Definition</p> <p>Dictionary Determine Word Meaning: Context and Dictionary Entry</p> <p>Word Reference Resources Different Purposes for Using Dictionary, Thesaurus, and Glossary</p> <p>Words Signally Sequence Comparison/ Contrast Examples Description with Clarifying Details</p> <p>Grammar Terms Know by End of Year Noun, Pronoun Verb Preposition Adjective, Adverb</p>	<p>Word Analysis Syllabication Inflected Endings: -ed, -ing; -er, -est Singular and Plural Possessives Contractions Homophones Synonyms & Antonyms</p> <p>Meaning of Affixes Prefixes : un-, dis-, non-,re-, ex-, pre- mis-; er, or, ist; con, com Suffixes: -y , -ly -ful, -er, -less, -ness,-able, -tion, -ment, -ible</p> <p>Meaning of Roots tele, rupt, sign, spect, tract, scope</p> <p>Spelling Grade-Level Targets Spellings for /k/. /ng/, /kw/ Spellings for final lone e sound (ey, y, ie) Spellings for Final /j/-dge, -ge /s/ -ce Adding Endings: -es, -ed, -er, -est (change y to i) Syllabication of vCCV and vCv patterns</p>	<p>Writing to a Prompt Explanation Prompt Analyzing, Planning, Organizing, Composing, Editing</p> <p>Writing to a Genre Format Narrative Nonfiction Letter Format Functional: Directions/How To</p> <p>Prewriting Reading and Hearing Peer & Professional Writing Brainstorming & Listing Talking & Free-writing Constructing a Research Question Identifying Print and Electronic Resources and Reference Texts Taking Notes Giving Credit to Sources Creating Graphic Organizer or Outline</p> <p>Organizing Clear Topic/Main Idea Topic Sentence/ Main Idea Multiple focused Paragraphs Clustered and Sequenced Development Opening, Middle, Ending</p> <p>Elaborating Specific Details within Sentences Focused Selected Information within Paragraphs Development of Idea in One Sentence with Information in Following Sentences</p>	<p>Author's Voice Specific Vocabulary: Exact Nouns Strong Verbs Precise Adjectives Sensory Language</p> <p>Selected Information: Details, Examples, Description</p> <p>Sentence Variety: Long and Short Sentences Prepositional Phrases</p> <p>Transition/ Signal Words Sequence and Example Pronoun/Noun Synonyms General/ Specific words Consistent Control of 1st Person Narration Expresses Feelings Written to an Audience</p>	<p>Capitalization Days & Months Streets & States Beginning of Sentence</p> <p>Punctuation Commas: Dates Places/Addresses Letter Greetings Closings Simple Series</p> <p>End Punctuation: Period Question Mark Exclamation Mark</p> <p>Apostrophe: Contraction Possession</p> <p>Sentences Complete Sentences I as Subject Agreement: Subject-Verb, Noun/Pronoun Eliminate double negatives Correct form of Adjectives & Adverbs</p> <p>Spelling Frequently Used Words, Homophones</p> <p>Handwriting Legible Cursive</p> <p>Keyboarding</p>

Nine Weeks 4: Benchmark English Standards at a Glance

Grade 4

Fluency (4.5 & 4.6) l Monitoring (4.5 & 4.6) i, k	Comprehension Fiction (4.5) a, b, c, d, g, h, j	Comprehension Non-Fiction (4.6) a, b, c, d, e, f, g, h, j 4.9	Vocabulary (4.4) a, b, c	Word Knowledge (4.4) b (4.8) g, h	Writing Genre Target : Explanation or Personal Narrative Prompt, Poetry, and Informational Text		
					Composition (4.7) a, b, c, d, e, f (4.9) a, b, c, d, e	Written Expression (4.7) b, e, i, j, k	Usage & Mechanics (4.8) a, b, c, d, e, f, g, h
<p>Fluency Word Analysis Skills: multi-syllable words Automatically Read High Frequency Words Phrasing; Punctuation and Sentence Structure Pacing and Rhythm; Expression and Intonation</p> <p>Monitoring Before Reading Preview Make Predictions Access Background Knowledge</p> <p>During Reading Make Connections Confirm & Modify Predictions Question Use Context Clues Skim and Scan Clarify Infer Integrate New Information Reread to Clarify Self-Correct</p> <p>After Reading Summarize Locate Information</p>	<p>Genre Targets Fiction & Poetry Identify and Explain Main Idea or Theme Summarize with Important Details Determine the Cause of an Effect Make inferences & Draw conclusions about Characters, Settings, Events Justify Inferences and Conclusions with Text Information Compare & Contrast Characters, Settings and Events Apply Characteristics of Historical Fiction Identify sensory words and their impact on the reader Identify Author's Purpose Explain how the Author Uses Language Identify/Create question answered in a paragraph</p>	<p>Genre Targets Textbooks, Articles, Leveled Readers, Text & Web Informational Pages & Functional Texts Preview and Apply Background Knowledge Categorize and Classify Information Use <u>Text Features</u> Ask a question that might be answered Make Inferences & Draw Conclusions, Justify them Using Text Information <u>Understand Text Structure:</u> Sequence of Events; Main Idea/ Supporting Detail; Comparison/ Contrast; Cause-Effect Paraphrase Main Idea Summarize using <u>Graphic Organizer</u>, and Outline Distinguish Fact from Opinion Identify Author's Purpose Explain the Author's Use of Language & Information</p>	<p>SOL Vocabulary Context Clues Within Sentence & Paragraph: Synonym, Restatement, Example Direct Description, Definition</p> <p>Dictionary Entry Difference between Definitions Choose correct definition as used</p> <p>Word Reference Resources Different Purposes for Using Dictionary, Thesaurus, and Glossary</p> <p>Signal Words for Sequence Comparison/ Contrast Cause/Effect Examples Description with Clarifying Details Main Idea/Details</p> <p>Grammar Terms Know by End of Year Noun, Pronoun Verb Preposition Adjective, Adverb</p>	<p>Word Analysis Syllabication Inflected Endings: -ed, -ing; -er, -est Singular and Plural Possessives Contractions Homophones Synonyms & Antonyms</p> <p>Meaning of Affixes Prefixes : con-, com-, en-, ex-, pre-, pro- Suffixes: -able, -ible, -ent, -ant</p> <p>Spelling Grade-Level Targets Syllabication of three syllable words Final syllable schwa vowel sounds spelled: <i>ain</i> as in <u>captain</u> <i>ure</i> as in <u>culture</u> <i>sure</i> like in <u>treasure</u> <i>eon</i> like in <u>surgeon</u> Change y to i before adding -es, -ed, -er, -est, -ness Words with prefixes: com-, con-, en-, ex-, pre-, pro- Words with suffixes: -ent, -ant, -able, -ible Review all Grade-Level affixes and roots</p>	<p>Writing to a Prompt Explanation or Personal Narrative Prompt Analyzing, Planning, Organizing, Composing, Editing</p> <p>Writing to a Genre Format Narrative Nonfiction or Informational Article (using text features); Poetry Patterns</p> <p>Prewriting Reading and Hearing Peer & Professional Writing Creating a Plan Brainstorming & Listing Talking & Free-writing</p> <p>Researching Print and Electronic Resources and Reference Texts Key Research Terms Quality of Source & Information Outlining and Taking Notes Giving Credit to Sources Creating Graphic Organizer</p> <p>Organizing Clear Topic/Main Idea Topic Sentences Multiple focused Paragraphs Clustered and Sequenced Development Opening, Middle, Ending</p> <p>Elaborating Specific Details within Sentences Focused Selected Information within Paragraphs Development of Idea in One Sentence with Information in Following Sentences</p>	<p>Author's Voice Specific Vocabulary: Exact Nouns Strong Verbs Precise Adjectives Sensory Language</p> <p>Selected Information: Details, Examples, Description</p> <p>Sentence Variety: Long and Short Sentences Prepositional Phrases</p> <p>Transition/ Signal Words Sequence and Example Pronoun/Noun Synonyms General/ Specific words</p> <p>Consistent Control of 1st Person Narration Expresses Feelings Written to an Audience</p>	<p>Capitalization Days & Months Beginning of Sentence</p> <p>Punctuation Commas: Simple Series End Punctuation: Period Question Mark Exclamation Mark</p> <p>Apostrophe: Contraction Possession</p> <p>Sentences Complete Sentences <i>I</i> as Subject Agreement: Subject-Verb, Noun/Pronoun Eliminate double negatives Correct form of Adjectives & Adverbs</p> <p>Spelling Frequently Used Words Homophones</p> <p>Grammar Parts of a Sentence Subject, Predicate Prepositional Phrase</p> <p>Handwriting Legible Cursive</p> <p>Keyboarding</p>