

ELA CCSS – Grade Four		
Title of Program: <u>Benchmark Literacy</u>		
Category 1: <u>CCSS English Language Arts and Literacy K-5/6</u>		
Publisher Name: <u>Benchmark Education Company</u> Date of Copyright: <u>2014</u>		
Fourth Grade Reading Literary (RL)		
Standard Number	Standard	Where Taught BL TRS = Benchmark Literacy Teacher Resource System BWW TRS = Benchmark Writer's Workshop Teacher Resource System Build 2 = Word Study & Vocabulary Build 2
	Key Ideas and Details	
ELACC 4.RL.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	BL TRS: Unit 1: Week 1: 5; Week 2: 7, 11; Week 3: 6, 8; Unit 2: Week 2: 4, 7, 8, 9, 11; Week 3: 7, 8; Unit 3: Week 2: 4, 8, 9, 11; Week 3: 6, 7, 8; Unit 4: Week 2: 7, 8, 11; Week 3: 7, 8; Unit 5: Week 2: 4, 7, 11; Week 3: 7, 8; Unit 6: Week 2: 4, 7, 11; Week 3: 7, 8; Unit 7: Week 2: 4, 7, 11; Week 3: 7, 8; Unit 8: Week 2: 4, 11; Week 3: 7, 8; Unit 9: Week 2: 4, 9; Week 3: 7, 8; Unit 10: Week 2: 4, 7; Week 3: 2, 7, 8
ELACC 4.RL.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	BL TRS: Unit 1: Week 1: 2; Week 2: 11; Unit 2: Week 2: 7, 8, 9; Unit 3: Week 2: 4, 8; Unit 4: Week 2: 7, 8, 11; Unit 5: Week 2: 7; Unit 6: Week 1: 2, 3, 5; Week 2: 7; Unit 7: Week 2: 7, 11; Unit 8: Week 2: 4, 11; Unit 9: Week 2: 4, 11; Week 3: 7, 8 ; Unit 10: Week 2: 4, 7, 11
ELACC 4.RL.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).	BL TRS: Unit 1: Week 1: 2; Week 2: 11; Unit 2: Week 2: 7,8,9,11; Unit 3: Week 2: 4,8,9,11; Unit 4: Week 1: 2,3; Week 2: 4,7,9,11; Unit 5: Week 2: 4,7,9,11 ; Unit 6: Week 1: 2,3,5; Week 2:4,7; Unit 7: Week 2:4,7,9,11 ; Unit 8: Week 2: 4,7,9,11 ; Unit 9: Week 2: 4,9 ; Unit 10: Week 2:7,9,11 BWW TRS: UNIT 4: 7
	Craft and Structure	
ELACC 4.RL.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	BL TRS: Unit 1: Week 3: 10; Unit 2: Week 2: 7, 9; Week 3: 10; Unit 3: Week 3: 10; Unit 4: Week 1: 5; Week 2: 7, 9; Week 3: 10; Unit 5: Week 2: 7 ,9; Unit 6: Week 2: 7, 9; Week 3: 10; Unit 7: Week 2: 7, 9; Week 3: 10; Unit 8: Week 1: 5; Week 2: 7, 11 ; Unit 10: Week 2: 4, 7, 9
ELACC 4.RL.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	BL TRS: Unit 2: Week 2: 8; Unit 5: Week 2: 7; Unit 6: Week 2: 11; Unit 7: Week 2: 11
ELACC 4.RL.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	BL TRS: Unit 1: Week 2: 11; Week 3: 6; Unit 2: Week 3: 7; Unit 3: Week 2: 7, 11; Week 3: 7; Unit 4: Week 3: 7; Unit 5: Week 2: 7 ,11; Week 3: 7; Unit 6: Week 2: 7, 11; Unit 7: Week 2: 7; Week 3: 7; Unit 8: Week 2: 7; Week 3: 7; Unit 9: Week 3: 7; Unit 10: Week 2: 7, 11; Week 3: 7
	Integration of Knowledge and Ideas	
ELACC 4.RL.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	BL TRS: Unit 3: Week 2: 7, 11 ; Unit 4: Week 1: 2, 5 ; Week 3: 7, 11 : Unit 5: Week 2: 7, 11; Unit 6: Week 1: 2, 5 : Week 2: 7, 11 ; Unit 7: Week 2: 7 ; Unit 8: Week 2: 7 ; Unit 10: Week 2: 7, 11
ELACC 4.RL.8	(Not applicable to literature)	
ELACC 4.RL.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in	BL TRS: Unit 2: Week 2: 8; Unit 3: Week 2: 8, 15; Unit 4: Week 2: 15 ; Unit 5: Week 2: 15 ; Unit 6: Week 2: 15 ; Unit 7: Week 2: 15 ; Unit 8: Week 2: 15; Unit 9: Week 2: 15; Unit 10: 15

Correlated to the English Language Arts Common Core Standards

	stories, myths, and traditional literature from different cultures.	
	Range of Reading and Level of Text Complexity	
ELACC 4.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	BL TRS: Unit 1: Week 1: 6; Week 3: 5, 8; Unit 2: Week 3: 2, 5, 6, 8; Unit 3: Week 3: 2, 5, 6, 8; Unit 4: Week 1: 6; Week 3: 2, 5, 6, 8; Unit 5: Week 3: 8; Unit 6: Week 1: 6; Week 3: 8; Unit 7: Week 1: 5; Week 3: 8; Unit 8: Week 3: 5, 8; Unit 9: Week 3: 5, 8; Unit 10: Week 3: 2, 5, 8

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Fourth Grade Reading Informational (RI)		
Standard Number	Standard	Where Taught BL TRS = Benchmark Literacy Teacher Resource System BWW TRS = Benchmark Writer's Workshop Teacher Resource System Build 2 = Word Study & Vocabulary Build 2
	Key Ideas and Details	
ELACC 4.RI.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	BL TRS: Unit 1: Week 2: 2, 7, 8 ; Unit 2: Week 1: 7 ; Unit 3: Week 1: 2, 3, 5, 6, 7, 8, 10 , 12, 14 ; Unit 5: Week 1: 7 ; Unit 6: Week 1: 10 ; Unit 7: Week 1: 2, 3, 5, 6, 8, 10 ; Unit 8: Week 1: 10 ; Unit 9: Week 1: 10 ; Week 2: 7 ; Unit 10: 3, 6, 8, 10 BWW TRS: UNIT 3: 11
ELACC 4.RI.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	BL TRS: Unit 1: Week 1: 6, 8, 9, 10, 14; Week 2: 7, 8 ; Unit 2: Week 1: 10; Unit 4: Week 1: 8, 10, 14 ; Unit 5: Week 1: 10 ; Unit 6: Week 1: 10 ; Unit 7: Week 2: 7 ; Unit 8: Week 1: 5, 10 ; Unit 9: Week 1: 10 ; Week 2: 9 ; Unit 10: 3, 6, 8, 10
ELACC 4.RI.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	BL TRS: Unit 1: Week 1: 10; Week 2: 2, 8 ; Unit 2: Week 1: 2, 5, 10 ; Unit 3: Week 1: 2; Unit 9: Week 1: 2, 3, 5, 6, 8, 10 ; Week 2: 7; Unit 10: Week 1: 3, 6, 8, 10
	Craft and Structure	
ELACC 4.RI.4	Determine the meaning of general academic language and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	BL TRS: Unit 9: Week 2: 7
ELACC 4.RI.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	BL TRS: Unit 2: Week 1: 2, 3, 5, 6, 8, 10; Unit 5: Week 1: 2, 3, 5, 6, 8, 10, 14; Unit 6: Week 1: 8, 10; Unit 9: Week 1: 10 ; Week 2: 7
ELACC 4.RI.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	BL TRS: Unit 5: Week 1: 6, 8, 10, 14
	Integration of Knowledge and Ideas	
ELACC 4.RI.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	BL TRS: Unit 1: Week 1: 2, 10 ; Unit 2: Week 1: 10 ; Unit 3: Week 1: 2, 3, 5, 10 ; Unit 4: Week 1: 10 ; Unit 5: Week 1: 3, 10 ; Unit 6: Week 1: 10 ; Unit 7: Week 1: 3, 6, 8, 10 ; Unit 8: Week 1: 3 ; Unit 9: Week 1: 3 ; Week 2: 7 ; Unit 10: Week 1: 3, 6, 8, 10 BWW TRS: UNIT 1: 46
ELACC 4.RI.8	Explain how an author uses reasons and evidence to support particular points in a text.	BL TRS: Unit 8: Week 1: 3, 6, 8, 10; Unit 9: Week 1: 2, 3, 5, 6, 8, 10 ; Week 2: 7, 11 ; Unit 10: Week 1: 3, 6, 8, 10
ELACC 4.RI.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	BL TRS: Unit 1: Week 2: 8, 11, 14–15; Unit 2: Week 2: 14–15; Unit 3: Week 2: 14–15; Unit 4: Week 2: 14–15; Unit 5: Week 2: 14–15; Unit 6: Week 2: 14–15; Unit 7: Week 2: 14–15; Unit 8: Week 2: 14–15; Unit 9: Week 2: 14–15; Unit 10: Week 2: 14–15
	Range of Reading and Level of Text Complexity	
ELACC 4.RI.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	BL TRS: Unit 1: Week 1: 6, 10, 14; Unit 2: Week 1: 6, 10 , 14; Unit 3: Week 1: 6, 10, 14 ; Unit 4: Week 1: 8, 10, 14 ; Unit 5: Week 1: 6, 10, 14 ; Unit 7: Week 1: 6, 8, 10 ; Unit 8: Week 1: 10 ; Unit 9: Week 1: 6, 10 ; Unit 10: Week 1: 2, 5

ELA CCGPS - Grade Four		
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Fourth Grade Reading Foundational (RF)		
Standard Number	Standard	Where Taught BL TRS = Benchmark Literacy Teacher Resource System BWW TRS = Benchmark Writer's Workshop Teacher Resource System Build 2 = Word Study & Vocabulary Build 2
	Print Concepts	
ELACC 4.RF.1	Kindergarten and 1 st grade only	
	Phonological Awareness	
ELACC 4.RF.2	Kindergarten and 1 st grade only	
	Phonics and Word Recognition	
ELACC 4.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words.	Build 2: Skill Bags: 4-25
	a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.	BL TRS: Unit 1: Week 1: 10 ; Week 2: 4, 7, 8, 9, 11; Unit 2: Week 1: 10 ; Week 2: 4, 7, 8, 9, 11 ; Unit 3: Week 1: 10 ; Week 2: 4, 7, 8, 9, 11 ; Week 3: 8 ; Unit 4: Week 1: 10 ; Week 2: 4, 7, 8, 9, 11 ; Unit 5: Week 1: 10 ; Week 2: 4, 7, 8, 9, 11 ; Unit 6: Week 1: 10: Week 2: 4, 7, 8, 9, 11 ; Unit 7: Week 1: 10: Week 2: 4, 7, 8, 9, 11; Week 3: 8 ; Unit 8: Week 1: 10 ; Week 2: 4, 7, 8, 9, 11 ; Week 3: 8 ; Unit 9: Week 1: 10 ; Week 2: 4, 7, 8, 9, 11 ; Week 3: 8 ; Unit 10: Week 1: 10 ; Week 2: 4, 7, 8, 9, 11 ; Week 3: 8 Build 2: Skill Bags: 2-29, 32
	Fluency	
ELACC 4.RF.4	Read with sufficient accuracy and fluency to support comprehension.	
	a. Read on-level text with purpose and understanding.	BL TRS: Unit 1: 6, 7, 8, 9, 10: Week 2: 4, 7 ; Week 3: 2, 5, 6, 8, 10, 12 ; Unit 2: Week 1: 8, 10 ; Week 2: 4, 7; Week 3: 2, 5, 6, ,8 10 , 12 ; Unit 3: Week 1: 8, 10 ; Week 2: 4, 7; Week 3: 2, 5, 6, 8, ; Unit 4: Week 1: 8, 10 ; Week 2: 4, 7 ; Week 3: 2, 5, 6, 8, 10, 12 ; Unit 5: Week 1: 8, 10 ; Week 2: 4, 7 ; Week 3: 2, 5, 6, 8, 10 ; Unit 6: Week 1: 8, 10 ; Week 2: 4, 7 ; Week 3: 2, 5, 6, 8, 10 ; Unit 7: Week 1: 8, 10 ; Week 2: 4, 7 ; Week 3: 2, 5, 6, 8, 10 ; Unit 8: Week 1: 8, 10 ; Week 2: 4, 7 ; Week 3: 2, 5, 6, 8, 10 ; Unit 9: Week 1: 8, 10 ; Week 2: 4, 7 ; Week 3: 2, 5, 6, 8, 10 ; Unit 10: Week 1: 8, 10 ; Week 2: 4, 7 ; Week 3: 2, 5, 6, 8, 10;
	b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	BL TRS: Unit 1: Week 2: 4, 7; Week 3: 2, 5, 6, 8, 10, 12 ; Unit 2: Week 2: 4, 7 ; Week 3: 2, 5, 6, 8, 10, 12 ; Unit 3: Week 2: 4, 7 ; Week 3: 2, 5, 6, 8, 10, 12 ; Unit 4: Week 2: 4, 7 ; Week 3: 2, 5, 6, 8, 10, 12 ; Unit 5: Week 2: 4, 7 ; Week 3: 2, 5, 6, 8, 10, 12 ; Unit 6: Week 2: 4, 7 ; Week 3: 2, 5, 6, 8, 10, 12 ; Unit 7: Week 2: 4, 7 ; Week 3: 2, 5, 6, 8, 10, 12 ; Unit 8: Week 2: 4, 7 ; Week 3: 2, 5, 6, 8, 10, 12 ; Unit 9: Week 2: 4, 7 ; Week 3: 2, 5, 6, 8, 10, 12 ; Unit 10: Week 2: 4, 7 ; Week 3: 2, 5, 6, 8, 10, 12 ;
	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	BL TRS: Unit 1: Week 1: 8; Week 2: 9, 11 ; Week 3: 2, 5, 6, 8 ; Unit 2: Week 1: 8 ; Week 2: 9, 11 ; Week 3: 2, 5, 6, 8 ; Unit 3: Week 1: 8 ; Week 2: 9, 11 ; Week 3: 2, 5, 6, 8 ; Unit 4: Week 1: 8 ; Week 2: 9, 11 ; Week 3: 2, 5, 6, 8 ; Unit 5: Week 1: 8 ; Week 2: 9, 11 ; Week 3: 2, 5, 6, 8 ; Unit 6: Week 1: 8 ; Week 2: 9, 11 ; Week 3: 2, 5, 6, 8 ; Unit 7: Week 1: 8 ; Week 2: 9, 11 ; Week 3: 2, 5, 6, 8 ; Unit 8: Week 1: 8 ; Week 2: 9, 11 ; Week 3: 2, 5, 6, 8 ; Unit 9: Week 1: 8 ; Week 2: 9, 11 ; Week 3: 2, 5, 6, 8 ; Unit 10: Week 1: 8 ; Week 2: 9, 11 ; Week 3: 2, 5, 6, 8;

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Fourth Grade Writing (W)		
Standard Number	Standard	Where Taught BL TRS = Benchmark Literacy Teacher Resource System BWW TRS = Benchmark Writer's Workshop Teacher Resource System Build 2 = Word Study & Vocabulary Build 2
	Text Types and Purposes	
ELACC 4.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.	
	a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.	BL TRS: Unit 3: Week 2: 15; Unit 4: Week 2: 10, 13; Unit 5: Week 2: 10, 13, 15 ; Unit 6: Week 2: 5, 8, 15 ; Unit 7: Week 2: 5 ; Unit 9: Week 2: 10, 13, 15 ; Unit 10: Week 2: 5, 15 ; BWW TRS: UNIT 4: 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47
	b. Provide reasons that are supported by facts and details	BL TRS: Unit 3: Week 2: 15; Unit 5: Week 2: 10, 13, 15 ; Unit 6: Week 2: 5, 8 ; Unit 7: Week 2: 5 ; Unit 8: Week 2: 15 ; Unit 9: Week 2: 10, 13 ; Unit 10: Week 2: 5; BWW TRS: UNIT 4: 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47
	c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	BL TRS- Unit 3: Week 2: 15; Unit 5: Week 2: 10, 13; Unit 8: Week 2: 13; Unit 9: Week 2: 10, 13 ; BWW TRS: UNIT 4: 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47
	d. Provide a concluding statement or section related to the opinion presented.	BL TRS: Unit 5: Week 2: 10; Unit 8: Week 2: 15; Unit 9: Week 2: 10, 13; BWW TRS: UNIT 4: 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47
ELACC 4.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
	a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	BL TRS: Unit 3: Week 2: 15; Unit 4: Week 2: 5; Unit 5: Week 2: 15; Unit 6: Week 2: 15; Unit 9: Week 2: 15; Unit 10: Week 2: 15 BWW TRS: UNIT 3: 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51 UNIT 5: 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51
	b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	BL TRS: Unit 5: Week 2: 15; Unit 6: Week 2: 15 ; Unit 7: Week 2: 15 ; Unit 8: Week 2: 15 ; Unit 9: Week 2: 15 ;Unit 10: Week 2: 15 ; BWW TRS: UNIT 3: 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51 UNIT 5: 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51
	c. Link ideas within categories of information using words and phrases. (e.g., another, for example, also, because).	BL TRS: Unit 9: Week 2: 15; Unit 10: Week 2: 15; BWW TRS: UNIT 3: 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51 UNIT 5: 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51
	d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	BL TRS: Unit 9: Week 2: 15; Unit 10: Week 2: 15; BWW TRS: UNIT 3: 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51 UNIT 5: 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51
	e. Provide a concluding statement or section related to the information or explanation presented.	BL TRS: Unit 9: Week 2: 15; Unit 10: Week 2: 15 BWW TRS: UNIT 3: 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51 UNIT 5: 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51
ELACC 4.W.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear	

Correlated to the English Language Arts Common Core Standards

	event sequences.	
	a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	BL TRS: Unit 1: 8, 10, 13, 15; Unit 2: Week 2: 5, 8, 10, 12 ; Unit 4: Week 2: 13, 15 ; Unit 5: Week 2: 5, 8 ; Unit 6: Week 2: 10, 13 ; Unit 7: Week 2: 15; Unit 8: Week 2: 5, 8 ; Unit 10: Week 2: 8; BWW TRS: UNIT 1: 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 26, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47 UNIT 2: 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47
	b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.	BL TRS: Unit 2: Week 2: 15; Unit 4: Week 2: 15; Unit 5: Week 2: 5, 8, 15 ; Unit 7: Week 2: 15 ; Unit 8: Week 2: 5, 8, 15 ; Unit 9: Week 2: 5, 8, 15 ; Unit 10: Week 2: 8, 15 BWW TRS: UNIT 1: 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 26, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47 UNIT 2: 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47
	c. Use a variety of transitional words and phrases to manage the sequence of events.	BL TRS: Unit 2: Week 2: 15; Unit 4: Week 2: 15; Unit 5: Week 2: 5, 8, 15 ; Unit 6: Week 2: 5, 15 ; Unit 7: Week 2: 15; Unit 8: Week 2: 5, 15 ; Unit 10: Week 2: 8, 15; BWW TRS: UNIT 1: 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 26, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47 UNIT 2: 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47
	d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	BL TRS: Unit 2: Week 2: 15; Unit 4: Week 2: 15; Unit 5: Week 2: 5, 8, 15 ; Unit 6: Week 2: 5, 15 ; Unit 7: Week 2: 15; Unit 8: Week 2: 5, 15 ; Unit 10: Week 2: 8, 15 BWW TRS: UNIT 1: 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 26, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47 UNIT 2: 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47
	e. Provide a conclusion that follows from the narrated experiences or events.	BL TRS: Unit 2: Week 2: 15; Unit 5: Week 2: 5, 8 ; Unit 7: Week 2: 15 ; Unit 8: Week 2: 5 ; Unit 9: Week 2: 5 ; BWW TRS: UNIT 1: 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 26, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47 UNIT 2: 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47
	Production and Distribution of Writing	
ELACC 4.W.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)	BL TRS: Unit 1: Week 1: 13; Week 2: 8, 13, 15 ; Unit 2: Week 1: 13 ; Week 2: 8, 13, 15 ; Unit 3: Week 1: 13 ; Week 2: 8, 13, 15 ; Unit 4: Week 1: 13 ; Week 2: 8, 13, 15 ; Unit 5: Week 1: 13 ; Week 2: 8, 13, 15 ; Unit 6: Week 1: 13 ; Week 2: 8, 13, 15 ; Unit 7: Week 1: 13 ; Week 2: 8, 13, 15 ; Unit 8: Week 1: 13 ; Week 2: 8, 13, 15 ; Unit 9: Week 1: 13 ; Week 2: 8, 13, 15 ; Unit 10: Week 1: 13 ; Week 2: 8, 13, 15 ; BWW TRS: UNIT 1: 19, 29, 37 UNIT 2: 21 UNIT 5: 39
ELACC 4.W.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 4.)	BL TRS: Unit 1: Week 2: 8, 13, 15; Unit 2: Week 2: 8, 13, 15 ; Unit 3: Week 2: 8, 13, 15 ; Unit 4: Week 2: 8, 13, 15 ; Unit 5: Week 2: 8, 13, 15 ; Unit 6: Week 2: 8, 13, 15 ; Unit 7: Week 2: 8, 13, 15 ; Unit 8: Week 2: 8, 13, 15 ; Unit 9: Week 2: 8, 13, 15 ; Unit 10: Week 2: 8, 13, 15 ; BWW TRS: UNIT 1: 13, 17, 19, 21, 23, 25–27, 31, 33, 35, 37, 41, 45, 47 UNIT 2: 5, 7, 9, 11, 13, 15, 19, 21, 23, 27, 31, 33, 35, 37, 45, 47 UNIT 3: 9, 13, 25, 27, 31, 35, 37, 39, 41, 49 UNIT 4: 15, 21, 23, 27, 31, 33, 35, 37, 45 UNIT 5: 13, 15, 17, 19, 21, 23, 25, 31, 35, 37, 39, 41, 45, 49, 51
ELACC 4.W.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	BL TRS: Unit 1: Week 2: 15; Unit 2: Week 2: 15; Unit 3: Week 2: 15 ; Unit 4: Week 2: 15 ; Unit 5: Week 2: 15 ; Unit 6: Week 2: 15 ; Unit 7: Week 2: 15 ; Unit 8: Week 2: 15 ; Unit 9: Week 2: 15 ; Unit 10: Week 2: 15;
	Research to Build and Present Knowledge	
ELACC 4.W.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	BL TRS: Research and Collaboration Projects (Side 2 of Unit Tabs): Unit 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 BWW TRS: UNIT 3: 17, 21, 23; UNIT 5: 16, 20
ELACC 4.W.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and	BWW TRS: UNIT 1: 3, 5, 7, 9–13, 15, 17, 19, 21, 23, 25–27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47 UNIT 2: 3, 5, 7, 9–13, 15, 17, 19, 21–23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47 UNIT 3: 3, 5, 7, 9–11, 13, 15, 17, 19, 21, 23, 25, 27–29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51 UNIT 4: 3, 5, 7, 9–

Correlated to the English Language Arts Common Core Standards

	provide a list of sources.	11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47 UNIT 5: 3, 5, 7, 9–11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51
ELACC 4.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
	a. Apply grade 4 Reading Standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions]”).	BL TRS: Unit 1: Week 2: 15; Unit 2: Week 2: 15; Unit 3: Week 2: 15; Unit 4: Week 2: 15; Unit 5: Week 2: 15; Unit 6: Week 2: 15; Unit 7: Week 2: 15; Unit 8: Week 2: 15; Unit 9: Week 2: 15; Unit 10: Week 2: 15;
	b. Apply grade 4 Reading Standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).	BL TRS: Unit 1: Week 1: 3, 6; Week 2: 15; Unit 2: Week 1: 3 ; Week 2: 15; Unit 3: Week 1: 3 ; Week 2: 15 ; Unit 4: Week 1: 3, 7; Week 2: 15 ; Unit 5: Week 1: 3 ; Week 2: 15 ; Unit 6: Week 2: 15 ; Unit 7: Week 2: 15 ; Unit 8: Week 1: 7 ; Week 2: 15; Unit 9: Week 2: 15 ; Unit 10: Week 2: 15;
	Range of Writing	
ELACC 4.W.10	ELACC4W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	BL TRS: ALL UNITS BWW TRS: ALL UNITS Writing to Sources Handbook: ALL UNITS

ELA CCSS - Grade Four		
Title of Program : <u>Benchmark Literacy</u>		
Category 1: <u>CCSS English Language Arts and Literacy K-5/6</u>		
Publisher Name: <u>Benchmark Education Company</u> Date of Copyright: <u>2014</u>		
Fourth Grade Speaking and Listening (SL)		
Standard Number	Standard	Where Taught BL TRS = Benchmark Literacy Teacher Resource System BWW TRS = Benchmark Writer's Workshop Teacher Resource System Build 2 = Word Study & Vocabulary Build 2
	Comprehension and Collaboration	
ELACC 4.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others’ ideas and expressing their own clearly.	
	a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	BL TRS: Unit 1: Week 1: 3, 4, 6, 7, 9, 10, 13 ; Week 2: 4, 7, 8, 11, 14: Week 3: 2, 7, 8, 10, 12, 13 ; Unit 2: Week 1: 3, 4, 6, 7, 9, 10, 13 ; Week 2: 4, 7, 8, 11, 14: Week 3: 2, 7, 8, 10, 12, 13 ; Unit 3 : Week 1: 3, 4, 6, 7, 9, 10, 13 ; Week 2: 4, 7, 8, 11, 14: Week 3: 2, 7, 8, 10, 12, 13 ; Unit 4: Week 1: 3, 4, 6, 7, 9, 10, 13 ; Week 2: 4, 7, 8, 11, 14: Week 3: 2, 7, 8, 10, 12, 13 ; Unit 5 : Week 1: 3, 4, 6, 7, 9, 10, 13 ; Week 2: 4, 7, 8, 11, 14: Week 3: 2, 7, 8, 10, 12, 13 ; Unit 6 : Week 1: 3, 4, 6, 7, 9, 10, 13 ; Week 2: 4, 7, 8, 11, 14: Week 3: 2, 7, 8, 10, 12, 13 ; Unit 7 : Week 1: 3, 4, 6, 7, 9, 10, 13 ; Week 2: 4, 7, 8, 11, 14: Week 3: 2, 7, 8, 10, 12, 13 ; Unit 8: Week 1: 3, 4, 6, 7, 9, 10, 13 ; Week 2: 4, 7, 8, 11, 14: Week 3: 2, 7, 8, 10, 12, 13 ; Unit 9: Week 1: 3, 4, 6, 7, 9, 10, 13 ; Week 2: 4, 7, 8, 11, 14: Week 3: 2, 7, 8, 10, 12, 13 ; Unit 10: Week 1: 3, 4, 6, 7, 9, 10, 13 ; Week 2: 4, 7, 8, 11, 14: Week 3: 2, 7, 8, 10, 12, 13 ; BWW TRS: UNIT 3: 3 UNIT 5: 43
	b. Follow agreed-upon rules for discussions and carry out assigned roles.	BL TRS: Unit 1: Week 1: 3, 4, 6, 7, 9, 10, 12, 13; Week 2: 3,3,4,7,9,11,14; Week 3: 2, 7, 8, 12, 13 ; Unit 2: Week 1: 3, 4, 6, 7, 9, 10, 12, 13 ; Week 2: 3,3,4,7,9,11,14; Week 3: 2, 7, 8, 12, 13 ; Unit 3: Week 1: 3, 4, 6, 7, 9, 10, 12, 13 ; Week 2: 3,3,4,7,9,11,14; Week 3: 2, 7, 8, 12, 13 ; Unit 4: Week 1: 3, 4, 6, 7, 9, 10, 12, 13 ; Week 2: 3,3,4,7,9,11,14; Week 3: 2, 7, 8, 12, 13 ; Unit 5: Week 1: 3, 4, 6, 7, 9, 10, 12, 13 ; Week 2: 3,3,4,7,9,11,14; Week 3: 2, 7, 8, 12, 13 ; Unit 6: Week 1: 3, 4, 6, 7, 9, 10, 12, 13 ; Week 2: 3,3,4,7,9,11,14; Week 3: 2, 7, 8, 12, 13 ; Unit 7: Week 1: 3, 4, 6, 7, 9, 10, 12, 13 ; Week 2: 3,3,4,7,9,11,14; Week 3: 2, 7, 8, 12, 13 ; Unit 8: Week 1: 3, 4, 6, 7, 9, 10, 12, 13 ; Week 2: 3,3,4,7,9,11,14; Week 3: 2, 7, 8, 12, 13 ; Unit 9: Week 1: 3, 4, 6, 7, 9, 10, 12, 13 ; Week 2: 3,3,4,7,9,11,14; Week 3: 2, 7, 8, 12, 13 ; Unit 10: Week 1: 3, 4, 6, 7, 9, 10, 12, 13 ; Week 2: 3,3,4,7,9,11,14; Week 3: 2, 7, 8, 12, 13 BWW TRS: UNIT 1: 3–7, 9–15, 17, 19, 21–23, 25–27, 29, 31, 33, 35, 37, 39, 41, 43, 45–47 UNIT 2: 3–7, 9–15, 17, 19, 21–23, 25, 27, 29–31, 33, 35, 37, 39, 41, 43, 45–47 UNIT 3: 3–7, 9–15, 17, 19, 21, 23, 25–31, 33, 35, 37, 39, 41–43, 45, 47, 49–51 UNIT 4: 3–7, 9–13, 15, 17, 19, 21–23, 25, 27, 29, 31, 33, 35–37, 39, 41–43, 45–47 UNIT 5: 2–7, 9–13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49–51
	c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	BL TRS: Unit 1: Week 1: 2, 3, 5, 6, 8, 9, 12, 13: Week 2: 2, 3, 4, 7, 8, 9, 14 ; Unit 2: Week 1: 2, 3, 5, 6, 8, 9, 12, 13: Week 2: 2, 3, 4, 7, 8, 9, 14 ; Week 3: 13 ; Unit 3: Week 1: 2, 3, 5, 6, 8, 9, 12, 13: Week 2: 2, 3, 4, 7, 8, 9, 14 ; Week 3: 13 ; Unit 4: Week 1: 2, 3, 5, 6, 8, 9, 12, 13: Week 2: 2, 3, 4, 7, 8, 9, 14 ; Unit 5: Week 1: 2, 3, 5, 6, 8, 9, 12, 13: Week 2: 2, 3, 4, 7, 8, 9, 14 ; Unit 6: Week 1: 2, 3, 5, 6, 8, 9, 12, 13: Week 2: 2, 3, 4, 7, 8, 9, 14 ; Week 3: 13 ; Unit 7: Week 1: 2, 3, 5, 6, 8, 9, 12, 13: Week 2: 2, 3, 4, 7, 8, 9, 14 ; Week 3: 13 ; Unit 8: Week 1: 2, 3, 5, 6, 8, 9, 12, 13:

Correlated to the English Language Arts Common Core Standards

		Week 2: 2, 3, 4, 7, 8, 9, 14 ; Week 3: 13 ; BWW TRS: UNIT 1: 3–7, 10, 12, 17, 22, 25–27, 29, 33, 39, 41, 43, 46, 47 UNIT 2: 3–7, 10, 12–15, 17, 19, 21–23, 25, 27, 29–31, 33, 39, 41, 43, 46, 47 UNIT 3: 3–7, 9–15, 19, 21, 23, 26, 27, 29, 30, 33, 35, 43, 45, 47, 50, 51 UNIT 4: 3–7, 9, 10, 12, 13, 17, 19, 25, 27, 29, 35, 36, 39, 41, 43, 46, 47 UNIT 5: 2–7, 10, 12, 13, 17, 19, 27, 29, 33, 43, 45, 47, 50
	d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	BL TRS: All Units: Week 1: 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13: Week 2: 4, 6, 7, 8, 11: Week 3: 7, 8, 13; BWW TRS: UNIT 1: 5, 7, 12, 17, 22, 23, 25, 27, 29, 33, 39, 41, 43, 46, 47 UNIT 2: 3–7, 9, 10, 12–15, 17, 21–23, 25, 27, 29–31, 33, 37, 39, 41, 43, 45, 47 UNIT 3: 3, 4, 6, 7, 9–15, 19, 23, 26, 27, 29, 30, 33, 35, 43, 45, 47, 50, 51 UNIT 4: 3–7, 9, 10, 12, 13, 17, 19, 25, 27, 29, 35, 36, 39, 41, 43, 46, 47 UNIT 5: 2–7, 10, 12, 13, 17, 19, 27, 29, 33, 43, 45, 47, 50
ELACC 4.SL.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	BL TRS: Unit 2: Week 1: 10; Unit 3: Week 1: 10: Unit 4: Week 1: 10 ; BWW TRS: UNIT 1: 3 UNIT 2: 11, 14, 15, 22, 23 UNIT 3: 3, 5, 7, 11 UNIT 4: 3, 5, 7, 10, 15, 22, 23 UNIT 5: 3, 10, 11, 15, 31
ELACC 4.SL.3	Identify the reasons and evidence a speaker provides to support particular points.	BL TRS: Unit 9: Week 2: 12, 13
	Presentation of Knowledge and Ideas	
ELACC 4.SL.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	BL TRS: Unit 1: Week 1: 13; Unit 2: Week 1: 10, 13: Unit 3: Week 1: 10, 13 ; Unit 4: Week 1: 10, 13 ; Unit 5: Week 1: 13 ; Unit 6: Week 1: 13 ; Unit 7: Week 1: 13 ; Unit 8: Week 1: 13 ; Unit 9: Week 1: 13 ; Unit 10: 13; BWW TRS: UNIT 1: 3, 5, 7, 9, 11–13, 15, 17, 19, 21, 23, 26, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47 UNIT 2: 3, 5, 7, 9, 11–13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47 UNIT 3: 3–7, 9–13, 15, 17, 19, 21, 23, 25, 27–29, 31, 33, 35, 37, 39, 41–43, 45, 47, 49, 51 UNIT 4: 3, 5–7, 9–13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41–43, 45, 47 UNIT 5: 3, 5, 7, 9, 11–13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49–51
ELACC 4.SL.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	BL TRS: Unit 1: Week 3: 12; Unit 2: Week3: 12: Unit 3: 12; Unit 4: 12; Unit 5: 12; Unit 6: 12; Unit 7: 12; Unit 8: 12; Unit 9: 12; Unit 10: 12; BWW TRS: UNIT 1: 3, 9, 15, 19, 21, 23, 35 UNIT 2: 3, 9, 15, 19, 23, 47 UNIT 3: 3, 7, 11, 23, 51 UNIT 5: 3, 9, 15, 23, 27, 35, 37, 41, 45
ELACC 4.SL.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language Standard 1 for specific expectations.)	BL TRS: All Units: Week 2: 2

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Fourth Grade Language (L)		
Standard Number	Standard	Where Taught BL TRS = Benchmark Literacy Teacher Resource System BWW TRS = Benchmark Writer's Workshop Teacher Resource System Build 2 = Word Study & Vocabulary Build 2
	Conventions of Standard English	
ELACC 4.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	
	a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).	BL TRS: Unit 9: Week 3: 10 Writing to Sources Handbook: 26, 27
	b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb aspects.	Writing to Sources Handbook: 28, 29, 30;
	c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.	Writing to Sources Handbook: 31;
	d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).	BL TRS: Unit 3: Week 3: 10; Unit 6: Week 3: 10; BWW TRS: UNIT 1: 21, 23, 27 UNIT 2: 21 Writing to Sources Handbook: 32
	e. Form and use prepositional phrases.*	BWW TRS: UNIT 1: 14, 15, 17, 29 UNIT 5: 19, 33 Writing to Sources Handbook: 33,34, 35
	f. Produce complete sentences, recognizing and correcting rhetorically poor fragments and run-ons.*	BWW TRS: UNIT 1: 17, 21, 25, 27, 31, 33, 35, 37, 43 UNIT 2: 21, 31, 33, 35, 37, 43 UNIT 3: 9, 31, 35, 39 UNIT 5: 25, 31, 37, 39, 41, 49 Writing to Sources Handbook: 36, 37, 38
	g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*	BWW TRS: UNIT 3: 39 Writing to Sources Handbook: 39, 40, 41
	h. Writes legibly in cursive, leaving spaces between letters in a word and between words in a sentence.	
ELACC 4.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	
	a. Use correct capitalization.	BWW TRS: UNIT 1: 43 UNIT 3: 30, 45 Writing to Sources Handbook: 42, 43, 44
	b. Use commas and quotation marks to mark direct speech and quotations from a text.	BWW TRS: UNIT 1: 11, 35, 41 UNIT 2: 27 Writing to Sources Handbook: 45, 46
	c. Use a comma before a coordinating conjunction in a compound sentence.	Writing to Sources Handbook: 47
	d. Spell grade-appropriate words correctly, consulting references as needed.	BWW TRS: UNIT 2: 45 Build 2: Skill Bags 1-32
	Knowledge of Language	
ELACC 4.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
	a. Choose words and phrases to convey ideas precisely.*	BWW TRS: UNIT 1: 5, 14, 15, 23, 31, 39 UNIT 2: 35, 37 UNIT 5: 25, 29, 35, 43 Writing to Sources Handbook: 48
	b. Choose punctuation for effect.*	BWW TRS: UNIT 2: 41, 43
	c. Differentiate between contexts that call for formal English (e.g.,	BL TRS: Units 1–10: Week 2: 2

Correlated to the English Language Arts Common Core Standards

	presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	
	Vocabulary Acquisition and Use	
ELACC 4.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies.	
	a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	BL TRS: Unit 1: Week 1: 5; Week 2: 7 ; Unit 2: Week 2: 7; Week 3: 10 ; Unit 3: Week 1: 6 ; Week 2: 7; Week 3: 10 ; Unit 4: Week 1: 5 ; Week 2: 7 ;Week 3: 10; Unit 5: Week 1: 6; Week 2: 7; Week 3: 10; Unit 6: Week 3: 10; Unit 7: Week 3: 2, 5, 6; Unit 8: Week 1: 5; Week 3: 10;
	b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>).	***See Small Group Correlation Attached for Specific Titles.
	c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	BL TRS: Unit 2: Week 3: 10; Unit 3: Week 3: 10; Unit 4: Week 3: 10; Unit 5: Week 3: 10; Unit 6: Week 3: 10; Unit 7: Week 3: 10; Unit 8: Week 3: 10; Unit 9: Week 3: 10; Unit 10: Week 3: 10; BWW TRS: UNIT 2: 45 Build 2: Skill Bag 1
ELACC 4.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
	a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.	BWW TRS: UNIT 1: 23
	b. Recognize and explain the meaning of common idioms, adages, and proverbs.	BWW TRS: UNIT 1: 30, 31
	c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	***See Small Group Correlation Attached for Specific Titles.
ELACC 4.L.6	Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and words and phrases basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).	BL TRS: Unit 7: Week 3: 2, 6, 8; Unit 8: Week 3: 10; Unit 10: Week 3: 10;