### Grade 4 BPS Instructional Guide for Literacy

**Buffalo Public Schools Grade 4 2019-20 Reading Instructional Guide**

<table>
<thead>
<tr>
<th>Timeline, Unit, CCLS</th>
<th>Reading Strand</th>
<th>Language Strand</th>
<th>Writing, Speaking &amp; Listening Strands</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sept 6-16</strong></td>
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</tr>
<tr>
<td>Unit: 1</td>
<td>Selections: RL.1.4.10 (4R10)</td>
<td>Grammar: L.4.1f; L.4.3a (3-5L1; 4L3a)</td>
<td>Writing: W.4.4; W.4.10 (4W4; 4W10)</td>
</tr>
<tr>
<td>Lesson: 1</td>
<td>• <em>Because of Winn Dixie</em> (Realistic fiction)</td>
<td>• What is a sentence? (*SUTW Tool E2-30)</td>
<td>• Genre: Narrative writing W.4.3 (4W3)</td>
</tr>
<tr>
<td>Topic: Helping others</td>
<td>• Because of Book Ends (Informational)</td>
<td>Spelling: L.4.2d (3-5L2)</td>
<td>• Form: Descriptive paragraph</td>
</tr>
<tr>
<td>Domain: Community</td>
<td>Skill: RL.4.1 (4R1)</td>
<td>Vocabulary: L.4.6 (4L6)</td>
<td>• Focus trait: Word Choice (*SUTW Tool E4-2a-b)</td>
</tr>
<tr>
<td>Essential Question:</td>
<td>• Story structure RL.4.5 (4R5)</td>
<td>• <em>comfort, mention, mood, properly, intends, consisted, positive, advanced, peculiar, talent</em></td>
<td>Speaking/Listening: SL.4.2; SL.4.4 (4SL2; 4SL4)</td>
</tr>
<tr>
<td>How do friends help</td>
<td>• Point of view RL.4.6 (4R6)</td>
<td>• Academic and domain specific words</td>
<td>• Teacher Read Aloud Sideline Support</td>
</tr>
<tr>
<td>each other?</td>
<td>• Flashback</td>
<td>Vocabulary Strategy: L.4.4b (4L4b)</td>
<td>• Sharing similar stories</td>
</tr>
<tr>
<td></td>
<td>Strategy: RL.4.1; RL.4.2 (4R1; 4R2)</td>
<td>• Prefixes <em>re-, un-, dis-</em></td>
<td>Speaking/Listening Skill: SL.4.1 (4SL1)</td>
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<tr>
<td></td>
<td>• Summarize</td>
<td></td>
<td>• How to have a literature discussion</td>
</tr>
<tr>
<td></td>
<td>Decoding: RF.4.3a (4RF3)</td>
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<td><strong>Supplemental Higher Order Constructed Response Questions (HOT!)</strong></td>
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<tr>
<td></td>
<td>• VCV syllable pattern</td>
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<td></td>
<td>Fluency: RF.4.4a; RF.4.4b; RF.4.4c (4RF4; 4RF4a; 4RF4b)</td>
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<tr>
<td></td>
<td>• Accuracy and self-correction</td>
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**NOTES**

Suggested scaffolding technique: Chunking — pp. 20-23, 24-27, 28—31

myON and other options for independent reading are encouraged for use in the reading learning area.

Suggested activities from the Florida Center for Reading Research, (FCRR) aligned to each lesson for differentiated, teacher-led or independent small group activities for phonemic awareness, phonics, fluency, vocabulary and comprehension can be found here.

Quill provides CCSS aligned grammar practice.

Lessons 6, 9, 14, 17, 24 intentionally excluded to allow for unit review weeks.

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</table>
| **Sept 17-24**       | Selections: RL14.1.10 (4R10)  
- My Brother Martin (Informational)  
- Langston Hughes: A Poet and a Dreamer (Poetry)  
- Skill: RI.4.1 (4R1)  
- Author’s purpose  
- Explain historical events RI.4.3 (4R3)  
- Idioms L.4.5b (4L5b)  
- Strategy: RF.4.4c (4RF4)  
- Monitor/clarify  
- Decoding: RF.4.3a (4RF3a)  
- Open and closed syllables  
- Fluency: RF.4.4a; RF.4.4b (4RF4a; 4RF4b)  
- Phrasing: Pauses  | Grammar:  
- Kinds of sentences {*SUTW E2-32b-c}  
- Spelling: L.4.2d (3-5L2)  
- Short e and Long e  
- Vocabulary: L.4.6 (4L6)  
- Injustice, numerous, segregation, nourishing, captured, dream, encounters, preferred, recall, example  
- Academic and domain specific words  
- Vocabulary Strategy: L.4.4c (4L4c)  
- Prefixes in-, im-, il-, ir-  | **Writing:** W.4.4; W.4.10 (4W4; 4W10)  
- Genre: Narrative writing W.4.3 (4W3)  
- Form: Story  
- Focus trait: Word choice {*SUTW E6-4a}  
- Speaking/Listening:  
- SL.4.1d; SL.4.2 (4SL1d; 4SL2)  
- Teacher Read Aloud: *The Troublemaker Who Healed a Nation*  
- Listing text details  
  - Supplemental Constructed Response Questions (HOT!) |

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[Quill](http://www.quotationsandwords.com/) provides CCSS aligned grammar practice.  
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### Sept 25-Oct 2

**Unit:** 1  
**Lesson:** 3  
**Topic:** Media  
**Domain:** Communication  
**Essential Question:** How are books and libraries important to people and communities?

Corresponding Next Generation Learning Standards are noted in parentheses.

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| **Selections:** RI.4.10 (4R10)  
- My Librarian Is a Camel (Informational)  
- From Idea to Book (Informational)  
**Skill:** RI.4.1 (4R1)  
- Cause and effect RI.4.5 (4R5)  
- Interpret visuals RI.4.7 (4R7)  
- Domain-specific vocabulary RI.4.4; L.4.6 (4R4; RL6)  
**Strategy:** RI.4.3 (4R3)  
- Visualize  
**Decoding:** RF.4.3a (4RF3)  
- VCCV syllable pattern  
**Fluency:** RF.4.4b; RF.4.4c (4RF4a; 4RF4b)  
- Accuracy  
| Grammar: L.4.2b (3-5L2)  
- Quotations (*SUTW E2-28a-b*)  
**Spelling:** L.4.2d (3-5L2)  
- Short i and Long i  
| **Vocabulary:** L.4.6; RI.4.4 (4L6; 4R4)  
- *isolated, virtual, access, devour, impassable, remote, obtain, preserve, extremes, avid*  
- Academic and domain specific words  
| **Vocabulary Strategy:** L.4.4a (4L4a)  
- Using context  
| **Writing:** W.4.4; W.4.10 (4W4; 4W10)  
- Genre: Narrative writing W.4.3 (4W3)  
- Form: Dialogue  
- Focus trait: Voice {*SUTW E6-16a-b*}  
| **Speaking/Listening:** SL.4.1c; SL.4.3 (4S1c; 4S3)  
- Teacher Read Aloud: *Bridging the Gap*  
- Citing text evidence to support a view  

**Supplemental Constructed Response Questions (HOT!)**

### NOTES

Suggested scaffolding technique: Chunking – pp. 78-81, 82-86, 87-91  
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**Buffalo Public Schools Grade 4 2019-20**  
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<td><strong>Oct 3 - 10</strong></td>
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</tr>
<tr>
<td>Unit: 1</td>
<td>Selections: RL/I.4.10 (4R10)</td>
<td>Grammar: L.4.1f (3-5L1)</td>
<td>Writing: W.4.4; W.4.10 (4W4; 4W10)</td>
</tr>
<tr>
<td>Lesson: 4</td>
<td>- The Power of W.O.W.! (Play)</td>
<td>- Fragments and run-on sentences (*SUTW E2-30a-b)</td>
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<tr>
<td></td>
<td>- The Kid’s Guide to Money (Informational)</td>
<td>Spelling: L.4.2d; L.4.4c (3-5L2; 4L4c)</td>
<td>- Genre: Narrative writing W.4.3 (4W3)</td>
</tr>
<tr>
<td></td>
<td>Skill: RL.4.7 (4R7)</td>
<td>Vocabulary: L.4.6 (4L6)</td>
<td>- Form: Fictional narrative</td>
</tr>
<tr>
<td></td>
<td>- Theme RL.4.2 (4R2)</td>
<td>- assist, burglaries, innocent, scheme, regretfully, misjudged, suspect, favor, speculated, prior</td>
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<td></td>
<td>- Elements of drama RL.4.5 (4R5)</td>
<td>- Academic and domain specific words</td>
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<td></td>
<td>- Allusion RL.4.4 (4R4)</td>
<td>Vocabulary Strategy: L.4.4b; L.4.4c (4L4b; 4L4c)</td>
<td>Speaking/Listening: SL.4.2 (4SL2)</td>
</tr>
<tr>
<td></td>
<td>Strategy: RL.4.2; RL.4.3 (4R2; 4R3)</td>
<td>- Prefixes non-, mis-</td>
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<tr>
<td></td>
<td>- Analyze/evaluate</td>
<td>- Teacher Read Aloud: <em>Bookmobile Rescue</em></td>
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</tr>
<tr>
<td>Decoding: RF.4.3a (4RF3a)</td>
<td>Decoding: RF.4.4b (4RF4a)</td>
<td>- Paraphrase a story</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- VCV and VCCV syllable patterns</td>
<td>Speaking/Listening Skill: RL.4.7; SL.4.1c; SL.4.4 (4R7; 4SL1c; 4SL4)</td>
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<td></td>
<td>- Intonation</td>
<td>- Recount an experience</td>
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<td></td>
<td><strong>Supplemental Higher Order Oral Response Questions (HOT!)</strong></td>
<td><em>Supplemental Constructed Response Questions (HOT!)</em></td>
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**NOTES**
Suggested scaffolding technique: Chunking – pp. 110-113, 114-117, 118-121
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**Grade 4 Writer’s Workshop and Assessment** (10/11/19-10/18/19)

**Unit 1 *Narrative Writing: Fictional Narrative***

**Focus Trait: Organization**

<table>
<thead>
<tr>
<th>DAY 1</th>
<th>DAY 2</th>
<th>DAY 3</th>
<th>DAY 4</th>
<th>DAY 5</th>
<th>DAY 6 / 7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Draft W.4.5 (4W5) Narrative Writing</strong></td>
<td><strong>Draft</strong></td>
<td><strong>Draft</strong></td>
<td><strong>Draft / Revise</strong></td>
<td><strong>Revise/Edit and Publish</strong></td>
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</tr>
<tr>
<td>(Use examples from anchor texts from the <em>Journeys TE and projectables</em>)</td>
<td>(Use informal outlines and graphic organizers to help students organize their thinking)</td>
<td><em>Writer’s workshop</em> - students work in groups by topic and can work collaboratively to complete outline, checked by teacher</td>
<td>After outlines are complete, students begin drafting paragraphs</td>
<td>Finish with teacher</td>
<td></td>
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<tr>
<td><em>I do, We do, You do</em> Look at sample, examine and incorporate focus trait. (Voice)</td>
<td><em>Peer-Edit</em> edit for focus trait</td>
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<tr>
<td><em>Explicitly review narrative rubric with students.</em></td>
<td><em>Revise/Edit</em> teacher works with students one-on-one</td>
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</table>

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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Oct 21-28</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Unit:</strong> 1</td>
<td>Selections: RL/I.4.10 (4R10)</td>
<td>Grammar: L.4.2a (3-5L2)</td>
<td><strong>Writing:</strong> W.4.4; W.4.10 (4W4; 4W10)</td>
</tr>
<tr>
<td><strong>Lesson:</strong> 5</td>
<td>• Stormalong (Tall Tale)</td>
<td>• Proper nouns</td>
<td>• Genre: Narrative writing W.4.3a; W.4.3b; W.4.3c (4W3a; 4W3b, 4W3c)</td>
</tr>
<tr>
<td><strong>Topic:</strong> Traditional Tales</td>
<td>• Hoderi the Fisherman (Folktales)</td>
<td>Spelling: L.4.2d (3-5L2)</td>
<td>• Form: Fictional Narrative</td>
</tr>
<tr>
<td><strong>Domain:</strong> Cultures</td>
<td>Skill: RL.4.1; RL.4.3 (4R1; 4R3)</td>
<td>Vocabulary: L.4.6 (4L6)</td>
<td>• Focus trait: Organization</td>
</tr>
<tr>
<td><strong>Essential Question:</strong> Why do people pass down stories over the years?</td>
<td>• Understanding Characters RL.4.5 (4R5)</td>
<td>• seafaring, tidal, foaming, outcast, yearning, memorable, betrayed, condition, shortage, horrified</td>
<td></td>
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<tr>
<td>Corresponding Next Generation Learning Standards are noted in parentheses.</td>
<td>• Point of View RL.4.6 (4R6)</td>
<td>• Academic and domain specific words</td>
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<td></td>
<td>• Hyperbole RL.4.4 (4R4)</td>
<td>Vocabulary Strategy: L.4.4c (4L4c)</td>
<td>Speaking/Listening: SL.4.2 (4SL2)</td>
</tr>
<tr>
<td></td>
<td><strong>Strategy:</strong> RL.4.1 (4R1)</td>
<td>• Reference materials</td>
<td>• Teacher Read Aloud: Mighty Joe Magarac</td>
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<td></td>
<td>• Infer/predict</td>
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<td>• Paraphrasing portions of a text</td>
</tr>
<tr>
<td></td>
<td>Decoding: RF.4.3a (4RF3a)</td>
<td></td>
<td>Speaking/Listening Skill: RL.4.9; W.4.9a; SL.4.1a; SL.4.1b; SL.4.3; SL.4.6 (4R9; 4SL4a; 4SL4b)</td>
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<tr>
<td></td>
<td>• Homophones</td>
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<td>• Listen to a recording</td>
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<td><strong>Fluency:</strong> Expression RF.4.4b (4RF4a)</td>
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<td><strong>Supplemental Constructed Response Questions (HOT!)</strong></td>
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**NOTES**

Suggested scaffolding technique: Chunking – pp. 174-177, 178-81, 182-185

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<tr>
<td><strong>Oct 29-Nov 8</strong></td>
<td>Selections: RI.4.10 (4R10)</td>
<td>Grammar: L.4.1f (3-5L1)</td>
<td>Writing: W.4.4; W.4.10 (4W4; 4W10)</td>
</tr>
<tr>
<td></td>
<td>- Coming Distractions: Questioning Movies (Informational)</td>
<td>- Verb tenses (*SUTW E2-20a,c)</td>
<td>- Genre: Informative writing W.4.2; W.4.8 (4W2; 4W8)</td>
</tr>
<tr>
<td></td>
<td>- How Do They Do That? (Informational)</td>
<td>- Spelling: L.4.2d (3-5L2)</td>
<td>- Form: Informational Paragraph</td>
</tr>
<tr>
<td></td>
<td><strong>Skill: RI.4.1 (4R1)</strong></td>
<td>- Vowel sounds /ʊʊ/, /ʌʌ/</td>
<td>- Focus trait: Word choice (*SUTW E279-281)</td>
</tr>
<tr>
<td></td>
<td>- Fact and opinion</td>
<td><strong>Vocabulary: RI.4.4; L.4.6 (4R4; 4L6)</strong></td>
<td>(*SUTW E2-41a-b, 43a-b)</td>
</tr>
<tr>
<td></td>
<td>- Author’s point of view RI.4.6 (4R6)</td>
<td>- entertaining, promote, focus, advertise, jolts, critics, target, thrilling, angles, generated</td>
<td><strong>Speaking/Listening:</strong></td>
</tr>
<tr>
<td></td>
<td>- Explain concepts, ideas RI.4.3 (4R3)</td>
<td>- Academic and domain specific words</td>
<td>- Teacher Read Aloud: Steven Spielberg: A Filmmaker’s Journey</td>
</tr>
<tr>
<td></td>
<td>- Domain-specific vocabulary RI.4.4; L.4.6 (4R4; 4L6)</td>
<td>Vocabulary Strategy: L.4.4a; L.4.4b; L.4.4c (4L4a; 4L4b; 4L4c)</td>
<td>- Identifying supporting reasons</td>
</tr>
<tr>
<td></td>
<td><strong>Strategy: Summarize RI.4.2 (4R2)</strong></td>
<td>- Greek and Latin word parts: phon, photo, graph, auto, tele</td>
<td><strong>Supplemental Constructed Response Questions (HOT!)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Decoding: RF.4.3a (4RF3a)</strong></td>
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<td></td>
<td>- Common consonant patterns: Clusters</td>
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<tr>
<td></td>
<td><strong>Fluency: RF.4.4a; RF.4.4b (4RF4a)</strong></td>
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<td>- Phrasing: Punctuation</td>
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Suggested scaffolding technique: Chunking – pp. 202-205, 206-209, 210-213
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| **Nov 12-22**<br>Unit: 2<br>Lesson: 8<br>Topic: Visual arts<br>Domain: The arts<br>Essential Question: How do an artist’s experiences affect his or her art? | Selections: RL.1.4.10 (4R10)<br>- Me and Uncle Romie (Realistic fiction)<br>- Sidewalk Artists (Readers’ theater)<br>**Skill: RL.4.1 (4R1)**<br>- Understanding characters RL.4.3 (4R3)<br>- Theme RL.4.2 (4R2)<br>- Point of view RL.4.6 (4R6)<br>**Strategy:**<br>- Visualize RL.4.1 (4R1)<br>**Decoding: RF.4.3a (4RF3a)**<br>- Stressed and unstressed syllables<br>**Fluency: RF.4.4b (4RF4a)**<br>- Stress<br>- Adjust rate to purpose | **Grammar: L.4.1b (3-5L1)**<br>- Progressive verb tenses (*SUTW E2-20b*)<br>**Spelling: L.4.2d (3-5L2)**<br>- Vowel sounds /ou/, /ö/<br>**Vocabulary: L.4.2d (3-5L2)**<br>- glorious, studio, concerned, model, smeared, ruined, yanked, streak, schedule, feast<br>- Academic and domain specific words<br>**Vocabulary Strategy: L.4.5b (4L5b)**<br>- Figurative language: Idiom | **Writing: W.4.4; W.4.10 (4W4; 4W10)**<br>- Genre: Informative writing W.4.2 (4W2)<br>- Form: Book report<br>- Focus trait: Organization (*SUTW E10-10a-e*)<br>**Speaking/Listening:**<br>- SL.4.2; SL.4.4 (4S2L; 4S4L)<br>- Teacher Read Aloud: *Jazzy Jasmine*<br>- Telling similar stories<br>- Paraphrase<br>**Speaking/Listening Skill:**<br>- SL.4.1c; L.4.3c (4S1Lc; 4L3c)<br>- Hold a literature discussion<br>- Explain an author’s argument | **Supplemental Higher Order Constructed Response Questions (HOT!)**

### NOTES

- Suggested scaffolding technique: Chunking — pp. 230-233, 234-238, 239-243
- myON and other options for independent reading are encouraged for use in the reading learning area.
- Suggested activities from the Florida Center for Reading Research, (FCRR) aligned to each lesson for differentiated, teacher-led or independent small group activities for phonemic awareness, phonics, fluency, vocabulary and comprehension can be found [here](#).
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**Grade 4**

**BPS Instructional Guide for Literacy**

**Buffalo Public Schools Grade 4 2019-20**

**Reading Instructional Guide**

<table>
<thead>
<tr>
<th>Timeline, Unit, CCLS</th>
<th>Reading Strand</th>
<th>Language Strand</th>
<th>Writing, Speaking &amp; Listening Strands</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit: 2</td>
<td>• Josef Born to Dance (Biography)</td>
<td>• Pronouns</td>
<td>• Genre: Informative writing W.4.2 (4W2)</td>
</tr>
<tr>
<td>Lesson: 10</td>
<td>• Dance to the Beat (Poetry)</td>
<td>Spelling: L.4.2d (4L2)</td>
<td>• Form: Explanatory essay</td>
</tr>
<tr>
<td><strong>Topic:</strong> The Arts</td>
<td>Skill:</td>
<td></td>
<td>• Focus trait: Word Choice</td>
</tr>
<tr>
<td><strong>Essential Question:</strong> What does it take to be a great performer?</td>
<td>• Author’s Purpose RL.4.1; RL.4.8 (4R1; 4R8)</td>
<td>Vocabulary: L.4.6 (4L6)</td>
<td>Speaking/Listening: SL.4.3 (4SL3)</td>
</tr>
<tr>
<td>Corresponding Next Generation Learning Standards are noted in parentheses.</td>
<td>• Simile and Metaphor L.4.5a (4L5a)</td>
<td>• debut, stubborn, permission, hauling, mournful, towered, triumph, discouraged, toured, border</td>
<td>• Teacher Read Aloud: <em>Mexican Dove</em></td>
</tr>
<tr>
<td><strong>Strategy:</strong></td>
<td>Strategy:</td>
<td>• Academic and domain specific words</td>
<td>Supplemental Higher Order Constructed Response Questions <em>(HOT!)</em></td>
</tr>
<tr>
<td>Analyze/Evaluate RL.4.1 (4R1)</td>
<td>Decoding: RF.4.3b (4RF3)</td>
<td>Vocabulary Strategy L.4.5c (4L5c)</td>
<td></td>
</tr>
<tr>
<td>• Common beginning syllables</td>
<td>Fluency:</td>
<td>• Shades of meaning</td>
<td></td>
</tr>
<tr>
<td>Intonation RF.4.4b (4RF4b)</td>
<td>Supplemental Higher Order Oral Response Questions <em>(HOT!)</em></td>
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**SY 2019-20**
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<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
</tr>
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<tr>
<td><strong>Resources:</strong> 2016 Common Core English Language Arts Test Released Questions Book 1</td>
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<td><strong>Resources:</strong> 2016 Common Core English Language Arts Test Released Questions Book 1</td>
<td><strong>Resources:</strong> 2016 Common Core English Language Arts Test Released Questions Book 2</td>
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<tr>
<td><strong>Strategy:</strong> SUTW Two Column Notes (SUTW Tool E1-18a, E1-18c)</td>
<td><strong>Strategy:</strong> SUTW Traffic Light Highlighting (SUTW: Tool E4-1)</td>
<td><strong>Strategy:</strong> Using the strategies taught, students answer the multiple choice questions</td>
<td><strong>Strategy:</strong> Review DBA 1 multiple choice questions using strategies.</td>
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<tr>
<td>SUTW Color-Coding for Narrative (SUTW: Tool E6-2)</td>
<td>SUTW Answering Vocabulary Questions (SUTW: Tool E3-22)</td>
<td>SUTW Circle Once, Underline Twice (SUTW: Tool E1-15)</td>
<td><strong>Resources</strong></td>
<td><strong>Resources</strong></td>
<td><strong>Resources</strong></td>
</tr>
<tr>
<td><strong>Standards:</strong> RL.4.1, RL.4.2, RL.4.3, RL.4.1, RL.4.3, RL.4.5, RL.4.8, L.4.5a (4R1; 4R2; 4R3; 4R5; 4R8; 4L5a)</td>
<td><strong>Standards:</strong> RL.4.1, RL.4.2, RL.4.3, RL.4.1, RL.4.3, RL.4.5, RL.4.8, L.4.5a (4R1; 4R2; 4R3; 4R5; 4R8; 4L5a)</td>
<td><strong>Standards:</strong> RL.4.1, RL.4.2, RL.4.3, RL.4.1, RL.4.3, RL.4.5, RL.4.8, L.4.5a (4R1; 4R2; 4R3; 4R5; 4R8; 4L5a)</td>
<td><strong>Standards:</strong> RL.4.1, RL.4.2, RL.4.3, RL.4.1, RL.4.3, RL.4.5, RL.4.8, L.4.5a (4R1; 4R2; 4R3; 4R5; 4R8; 4L5a)</td>
<td><strong>Standards:</strong> RL.4.1, RL.4.2, RL.4.3, RL.4.1, RL.4.3, RL.4.5, RL.4.8, L.4.5a (4R1; 4R2; 4R3; 4R5; 4R8; 4L5a)</td>
<td><strong>Standards:</strong> RL.4.1, RL.4.2, RL.4.3, RL.4.1, RL.4.3, RL.4.5, RL.4.8, L.4.5a (4R1; 4R2; 4R3; 4R5; 4R8; 4L5a)</td>
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**Remember:** Students should be reading the passages and questions independently. Time permitting work with students on unit review of skills and process writing. Lessons 6, 9, 14, 17, 24 intentionally excluded to allow for unit review weeks.

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### Grade 4

#### BPS Instructional Guide for Literacy

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<tbody>
<tr>
<td><strong>Dec 13-20</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Unit:** 3  
**Lesson:** 11  
**Topic:** Hurricanes  
**Domain:** Earth science  
**Essential Question:** What are the benefits of studying weather?  
**Corresponding Next Generation Learning Standards are noted in parentheses.** | **Selections: RL/L.4.10 (4R10)**  
- Hurricanes: Earth’s Mightiest Storms (Informational)  
- Recovering from Katrina  (Newspaper article)  
**Skill:**  
- Text & graphic features **RI.4.7 (4R7)**  
- Explain scientific ideas **RI.4.2 (4R2)**  
- Text structure **RI.4.5 (4R5)**  
**Strategy: RI.4.1 (4R1)**  
- Infer/predict  
**Decoding: RF.4.3a (4RF3a)**  
- Compound words  
**Fluency: RF.4.4b (4RF4a)**  
- Phrasing: Punctuation  
**[Supplemental Higher Order Oral Response Questions (HOT!)](https://example.com)** | **Grammar:** L.4.1g (3-S1L1)  
- Frequently confused words (*SUTW E2-26c*)  
**Spelling:** L.4.2d (3-S1L2)  
- Compound words  
**Vocabulary:** RI.4.4; L.4.6 (4R4; 4L6)  
- *whirling, rapidly, condense, source, rotating, rage, experience, ancient, predict, registered*  
- Academic and domain specific words  
**Vocabulary Strategy:**  
L.4.4b; L.4.4c (4L4b; 4L4c)  
- *Suffixes –ful, -less, -ness, -ment*  
**Writing:** W.4.4; W.4.10 (4W4; 4W10)  
- Genre: Opinion writing **W.4.1 (4W1)**  
- Form: Persuasive paragraph  
- Focus trait: Ideas (*SUTW E2-1a, E5-1a, E5-2a-b, E5-3c, #5-3a*)  
**Speaking/Listening:** SL.4.2 (4SL2)  
- Teacher Read Aloud: *The Big Storm*  
- Paraphrasing  
**[Supplemental Higher Order Constructed Response Questions (HOT!)](https://example.com)** |

### NOTES

Suggested scaffolding technique: Chunking – pp. 320-323,324-326, 327-329

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<th>Language Strand</th>
<th>Writing, Speaking &amp; Listening Strands</th>
</tr>
</thead>
</table>
| **Jan 2-9** | **Selections: RL.4.10 (4R10)**  
- The Earth Dragon Awakes (Historical fiction)  
- Twisters (Informational)  
**Skill:**  
- Sequence of events RL.4.3 (4R3)  
- Conclusions and generalizations RL.4.1 (4R1)  
- Author’s word choice  
**Strategy:**  
- Visualize RL.4.3 (4R3)  
**Decoding:** RF.4.3a (4RF3a)  
- Base words and endings  
**Fluency:**  
- Rate RF.4.4b (4RF4a)  
**Grammar:**  
- Possessive nouns (*SUTW E2-1b)  
**Spelling:** L.4.2d (3-5L2)  
- Words with –ed or –ing (*SUTW E2-13e, 26a)  
**Vocabulary:** L.4.6 (4L6)  
- trembles, wreckage, slap, possessions, tenement, crushing, rubble, debris, timbers, constructed  
- Academic and domain specific words  
**Vocabulary Strategy:** L.4.4c; L.4.5c (4L4c; 4L5c)  
- Synonyms  
**Writing:** W.4.4; W.4.10 (4W4; 4W10)  
- Genre: Opinion writing W.4.1 (4W1)  
- Form: Problem-solution composition  
- Focus trait: Ideas (*SUTW E1-34d)  
**Speaking/Listening:**  
- SL.4.2; SL.4.3 (4SL2; 4SL3)  
- Teacher Read Aloud: Safe from Harm  
- Paraphrase using supporting details and evidence  
**Speaking/Listening Skill:** SL.4.4 (4SL4)  
- Paraphrase information in diverse media  
|  |  |  |  |
| **Notes** |  |  |  |
| Suggested scaffolding technique: Chunking – pp. 348-351, 352-355, 356-359  
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**Grade 4**

**BPS Instructional Guide for Literacy**

*SY 2019-20*

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</tr>
</thead>
</table>
| **Jan 10-22** | **Selections: RI.4.10 (4R10)**  
- Antarctic Journal (Narrative nonfiction)  
- Cold, Cold Science (Informational) | **Grammar: L.4.1c (3-5L1)**  
- Modal auxiliaries (*SUTW E2-20b*) | **Writing: W.4.4; W.4.10 (4W4; 4W10)**  
- Genre: Opinion writing (*SUTW E5-1a, 2b, 5a, 5b, 8a, 7d)  
- Form: Persuasive letter (*SUTW E5-16a, E10-8a,12a*)  
- Focus trait: Voice | **Speaking/Listening: SL.4.1d (4SL1d)**  
- Teacher Read Aloud: On My Way to Meet the Khan  
- Discussing the text, reviewing key ideas | **Supplemental Higher Order Constructed Response Questions (HOT!)** |
| **Unit: 3** | **Skill:**  
- Sequence of events RI.4.3 (4R3)  
- Domain-specific vocabulary L.4.6; RI.4.4 (4L6; 4R4)  
- Simile and metaphor L.4.4a (4L4a) | **Spelling: L.4.2d (3-5L2)**  
- More words with –ed or –ing (*SUTW E2-13e, 26a*) | **Speaking/Listening Skill: RI.4.9; SL.4.1a; SL.4.1b; SL.4.1c; SL.4.1d (4R9; 4SL1a; 4SL1b; 4SL1c; 4SL1d)**  
- Discuss to compare and contrast accounts | **Supplemental Higher Order Constructed Response Questions (HOT!)** |
| **Lesson: 13** | **Decoding: RF.4.3a; L.4.4b (4RF3a 4L4b)**  
- Recognizing common word parts | **Vocabulary: L.4.6 (4L6)**  
- display, alert, weariness, fractured, standards, vision, huddle, graceful, stranded, concluded  
- Academic and domain specific words | | |
| **Topic: Interdependence** | **Fluency: RF.4.4b (4RF4b)**  
- Phrasing: Pauses | **Vocabulary Strategy: L.4.4a; L.4.4b; L.4.4c (4L4a; 4L4b; 4L4c)**  
- Greek and Latin word parts spect, struct, tele, vis | | |
| **Domain: Life science** | **Strategy: Summarize RI.4.2 (4R2)** | | | |
| **Essential Question:** How are the different parts of an ecosystem connected? | **Corresponding Next Generation Learning Standards are noted in parentheses.** | | | |

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**Grades 4**

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<tr>
<td><strong>Jan 23 – Feb.4</strong></td>
<td>Selections: RL/I.4.10 (4R10)</td>
<td>Grammar: L.4.1b (3-5L1)</td>
<td>Writing: W.4.4; W.4.6; W.4.10 (4W4; 4W6; 4W10)</td>
</tr>
<tr>
<td><strong>Unit:</strong> 3</td>
<td><strong>Ecology for Kids (Informational)</strong></td>
<td><strong>Irregular verbs</strong></td>
<td><strong>Genre:</strong> Opinion writing W.4.1 (4W1)</td>
</tr>
<tr>
<td><strong>Lesson:</strong> 15</td>
<td><strong>Wonderful Weather:</strong> “Fog,” “Weather,” “Umbrella,” “Spring Rain,” “Weatherbee’s Diner”</td>
<td><strong>Spelling:</strong> L.4.2d (3-5L2)</td>
<td><strong>Form:</strong> Persuasive essay</td>
</tr>
<tr>
<td><strong>Topic:</strong> The environment</td>
<td><strong>(Poetry)</strong></td>
<td><strong>Changing Final y to i</strong></td>
<td><strong>Focus trait:</strong> Ideas, Organization</td>
</tr>
<tr>
<td><strong>Domain:</strong> Life science</td>
<td><strong>Skill:</strong> RI.4.1;</td>
<td><strong>Vocabulary:</strong> L.4.6 (4L6)</td>
<td><strong>Speaking/Listening:</strong> SL.4.2 (4SL2)</td>
</tr>
<tr>
<td><strong>Essential Question:</strong> Why is it important to be informed about what is happening in our world?</td>
<td><strong>Main ideas and details RI.4.2 (4R2)</strong></td>
<td><strong>organisms, directly, affect, traces, vast, habitats, variety, species, banned, radiation</strong></td>
<td><strong>Teacher Read Aloud:</strong> <em>Forests are Forever</em></td>
</tr>
<tr>
<td><strong>Corresponding Next Generation Learning Standards are noted in parentheses.</strong></td>
<td><strong>Author’s word choice</strong></td>
<td><strong>Academic and domain specific words</strong></td>
<td><strong>Summarize and paraphrase ideas</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Analyze an argument RI.4.8 (4R8)</strong></td>
<td><strong>Vocabulary Strategy:</strong> L.4.4a (4L4a)</td>
<td><strong>Supplemental Higher Order Constructed Response Questions:</strong> (HOT!)</td>
</tr>
<tr>
<td></td>
<td><strong>Strategy:</strong> RI.4.2; L.4.4a (4R2; 4L4a)**</td>
<td><strong>Fluency:</strong></td>
<td><strong>Decoding:</strong> RF.4.3a (4RF3a)</td>
</tr>
<tr>
<td></td>
<td><strong>Monitor/clarify</strong></td>
<td><strong>Expression RF.4.4b (4RF4a)</strong></td>
<td><strong>Three-syllable words</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Fluency:</strong></td>
<td><strong>Supplemental Higher Order Oral Response Questions:</strong> (HOT!)</td>
<td><strong>Vocabulary:</strong></td>
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<td><strong>Expression RF.4.4b (4RF4a)</strong></td>
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<tr>
<td><strong>Resources:</strong> 2016 Common Core English Language Arts Test Released Questions Book 3</td>
<td><strong>Strategy:</strong> Review applicable strategies from Unit 2 Review (Outside-In Strategy, SUTW: SUTW 2- Column Notes, Color Coding for Narratives, Answering Vocabulary Question Tool, Traffic Light Highlighting, Circle Once, Underline Twice) RL.4.4, RL.4.6, RI.4.1, RI.4.4, RI.4.8, RI.4.9, L.4.1, L.4.2, L.4.3, L.4.4 (4R1; 4R4; 4R6; 4R8; 4R9;3-5L1;3-5L2; 4L3; 4L4)</td>
<td><strong>Resources:</strong> 2016 Common Core English Language Arts Test Released Questions Book 3</td>
<td><strong>Strategy:</strong> Read Book 3 Passage 1 Review 2-point rubric Using the strategies taught, students answer Book 3 Passage 1 and self-score</td>
<td><strong>Resources:</strong> 2016 Common Core English Language Arts Test Released Questions Book 3</td>
<td><strong>Strategy:</strong> Review DBA 2, 2-point CR items</td>
</tr>
<tr>
<td><strong>Standards:</strong> RL.4.4, RL.4.6, RI.4.1, RI.4.4, RI.4.8, RI.4.9, L.4.1, L.4.2, L.4.3, L.4.4 (4R1; 4R4; 4R6; 4R8; 4R9;3-5L1;3-5L2; 4L3; 4L4)</td>
<td><strong>Strategy:</strong> Read Book 3 Passage 2 Using the strategies taught, students answer 2-point CR question from Book 3 Passage 2 and self-score</td>
<td><strong>Resources:</strong> 2017 Common Core English Language Arts Test Released Questions Book 3</td>
<td><strong>Strategy:</strong> Read Book 3 Passage 3 Using the strategies taught, students answer 2-point CR question from Book 3 Passage 3 and self-score</td>
<td><strong>Resources:</strong> 2017 Common Core English Language Arts Test Released Questions Book 3</td>
<td><strong>Strategy:</strong> Review DBA 2, 2-point CR items</td>
</tr>
<tr>
<td><strong>Standards:</strong> RL.4.4, RL.4.6, RI.4.1, RI.4.4, RI.4.8, RI.4.9, L.4.1, L.4.2, L.4.3, L.4.4 (4R1; 4R4; 4R6; 4R8; 4R9;3-5L1;3-5L2; 4L3; 4L4)</td>
<td><strong>Standards:</strong> RL.4.4, RL.4.6, RI.4.1, RI.4.4, RI.4.8, RI.4.9, L.4.1, L.4.2, L.4.3, L.4.4 (4R1; 4R4; 4R6; 4R8; 4R9;3-5L1;3-5L2; 4L3; 4L4)</td>
<td><strong>Standards:</strong> RL.4.4, RL.4.6, RI.4.1, RI.4.4, RI.4.8, RI.4.9, L.4.1, L.4.2, L.4.3, L.4.4 (4R1; 4R4; 4R6; 4R8; 4R9;3-5L1;3-5L2; 4L3; 4L4)</td>
<td><strong>Standards:</strong> RL.4.4, RL.4.6, RI.4.1, RI.4.4, RI.4.8, RI.4.9, L.4.1, L.4.2, L.4.3, L.4.4 (4R1; 4R4; 4R6; 4R8; 4R9;3-5L1;3-5L2; 4L3; 4L4)</td>
<td><strong>Standards:</strong> RL.4.4, RL.4.6, RI.4.1, RI.4.4, RI.4.8, RI.4.9, L.4.1, L.4.2, L.4.3, L.4.4 (4R1; 4R4; 4R6; 4R8; 4R9;3-5L1;3-5L2; 4L3; 4L4)</td>
<td><strong>Strategy:</strong> Review DBA 2, 2-point CR items</td>
</tr>
</tbody>
</table>

**Strategy:** Review Week
**Resources:**
Use your formative assessment data to review any strategies students have not yet mastered.

**REMEMBER:** Students should be reading the passages and questions independently.
Time permitting work with students on unit review of skills and process writing.
Lessons 6, 9, 14, 17, 24 intentionally excluded to allow for unit review weeks.

*This is a suggested strategy to support students’ needs. Refer to Step Up to Writing (SUTW) resources for additional tools for instructional support.
**This is a suggested resource for phonics/word study/vocabulary/writing in the Language and Literacy Guide (LLG).
### Grade 4 BPS Instructional Guide for Literacy SY 2019-20

#### Buffalo Public Schools Grade 4 2019-20

**Reading Instructional Guide**

<table>
<thead>
<tr>
<th>Timeline, Unit, CCLS</th>
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<th>Language Strand</th>
<th>Writing, Speaking &amp; Listening Strands</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Feb 24 – Mar 2</strong></td>
<td>Selections: RL/I.4.10 (4R10)</td>
<td>Grammar: L.4.1c; L.4.1d (3-5L1)</td>
<td><strong>Writing:</strong> W.4.4; W.4.10 (4W4; 4W10)</td>
</tr>
<tr>
<td><strong>Unit:</strong> 4</td>
<td>• Riding Freedom (Historical Fiction)</td>
<td>• Adjectives {SUTW E2-22b}</td>
<td>• Genre: Narrative writing <strong>W.4.3</strong> (4W3)</td>
</tr>
<tr>
<td><strong>Lesson:</strong> 16</td>
<td>• Spindle Top (Informational)</td>
<td><strong>Spelling:</strong> L.4.2d (3-5L2)</td>
<td>• Form: Descriptive</td>
</tr>
<tr>
<td><strong>Topic:</strong> Individual contributions</td>
<td>Skill: RL.4.1 (4R1)</td>
<td>• Words with /k/, /ng/, and /kw/</td>
<td>• Paragraph</td>
</tr>
<tr>
<td><strong>Domain:</strong> American history</td>
<td>• Compare and contrast</td>
<td><strong>Vocabulary:</strong> L.4.6 (4L6)</td>
<td>• Focus trait: Ideas {SUTW E4-2a, E4-2b}</td>
</tr>
<tr>
<td><strong>Essential Question:</strong> What traits do successful people have?</td>
<td>• Genre: Historical fiction</td>
<td>• escorted, swelled, relied, reputation, worthy, churning, situation, deserve, defended, satisfied</td>
<td><strong>Speaking/Listening:</strong> SL.4.1d; SL.4.2 (4SL1d; 4SL2)</td>
</tr>
<tr>
<td><strong>Corresponding Next Generation Learning Standards are noted in parentheses.</strong></td>
<td>• Personification L.4.5a (4L5a)</td>
<td>• Academic and domain specific words</td>
<td>• Teacher Read Aloud: Getting the Story</td>
</tr>
<tr>
<td></td>
<td>Strategy: RF.4.4c (4RF4b)</td>
<td><strong>Vocabulary Strategy:</strong> L.4.5a (4L5a)</td>
<td>• Paraphrase to review key ideas</td>
</tr>
<tr>
<td></td>
<td>• Monitor/clarify</td>
<td>• Figurative language</td>
<td><strong>Speaking/Listening Skill:</strong> SL.4.4 (4SL4)</td>
</tr>
<tr>
<td></td>
<td>Decoding: RF.4.3a (4RF3a)</td>
<td></td>
<td>• Report on a text</td>
</tr>
<tr>
<td></td>
<td>• Sound/spelling changes</td>
<td><strong>Supplemental Higher Order Constructed Response Questions (HOT!)</strong></td>
<td><strong>Supplemental Higher Order Oral Response Questions (HOT!)</strong></td>
</tr>
<tr>
<td></td>
<td>Fluency:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Rate RF.4.4b (4RF4a)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NOTES**

Suggested scaffolding technique: Chunking – pp. 472-475, 476-479, 480-483

myON and other options for independent reading are encouraged for use in the reading learning area.

Suggested activities from the Florida Center for Reading Research (FCRR) aligned to each lesson for differentiated, teacher-led or independent small group activities for phonemic awareness, phonics, fluency, vocabulary and comprehension can be found here.

Quill provides CCSS aligned grammar practice.

Lessons 6, 9, 14, 17, 24 intentionally excluded to allow for unit review weeks.

*This is a suggested strategy to support students’ needs. Refer to Step Up to Writing (SUTW) resources for additional tools for instructional support.

**This is a suggested resource for phonics/word study/vocabulary/writing in the Language and Literacy Guide (LLG).*
## Grade 4

**BPS Instructional Guide for Literacy**

### Buffalo Public Schools Grade 4 2019-20

#### Reading Instructional Guide

<table>
<thead>
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</table>
| **March 3-12**       | Selections: RL.4.10 (4R10)  
                      - Hercules’ Quest (Myth)  
                      - Zomo’s Friends (Folktales)  
                      Skill: RL.4.1; RL.4.2 (4R1; 4R2)  
                      - Story  
                      - Theme RL.4.3 (4R3)  
                      - Allusion RL.4.4 (4R4)  
                      Strategy: RL.4.1 (4R1)  
                      - Question  
                      Decoding: RF.4.3a (4RF3a)  
                      - Recognizing Prefixes re-, un-, dis-  
                      Fluency: RF.4.4b; RF.4.4c (4RF4a; 4RF4b)  
                      - Accuracy and self-correction  
                      Grammar: L.4.1e (3-5L1)  
                      - Prepositions and prepositional phrases  
                      (*SUTW E-2-25a-b)  
                      Spelling: L.4.2d; L.4.4b (3-5L2; 4L4b)  
                      - Prefixes re-, un-, dis- (*SUTW E2-13e)  
                      Vocabulary: L.4.6 (4L6)  
                      - acquire, unfortunate, coerce, boasted,  
                      - beamed, gazed, ceased, declared,  
                      - devised, resourceful  
                      - Academic and domain specific words  
                      Vocabulary Strategy: L.4.5b (4L5b)  
                      Writing: W.4.4, W.4.10 (4W4; 4W10)  
                      - Genre: Narrative writing W.4.3 (4W3)  
                      - Form: Story  
                      - Focus trait: Word choice  
                      Speaking/Listening: SL.4.2 (4SL2)  
                      - Teacher Read Aloud: Theseus and the Minotaur  
                      - Paraphrasing  
                      Speaking/Listening Skill: SL.4.2; SL.4.4;  
                      RL.4.3 (4SL2; 4SL4; 4R3)  
                      - Tell a story (*SUTW E6-1a, 4b, 7a, 5a)  
                      **Supplemental Higher Order Constructed Response Questions (HOT!**

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### Notes

- **Suggested scaffolding technique:** Chunking – pp. 528530, 531-533, 534-537  
  - myON and other options for independent reading are encouraged for use in the reading learning area.  
  - Suggested activities from the Florida Center for Reading Research, (FCRR) aligned to each lesson for differentiated, teacher-led or independent small group activities for phonemic awareness, phonics, fluency, vocabulary and comprehension can be found [here](#).  
  - Quill provides CCSS aligned grammar practice.  
  - Lessons 6, 9, 14, 17, 24 intentionally excluded to allow for unit review weeks.

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*This is a suggested strategy to support students’ needs. Refer to Step Up to Writing (SUTW) resources for additional tools for instructional support.  
**This is a suggested resource for phonics/word study/vocabulary/writing in the Language and Literacy Guide (LLG).
### March 13-20

**Unit:** 4  
**Lesson:** 19  
**Topic:** American History  
**Domain:** Agriculture  
**Essential Question:** Why is farming important?  

Corresponding Next Generation Learning Standards are noted in parentheses.

<table>
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</table>
| **March 13-20**     | **Selections:** RI.4.10 (4R10)  
- Harvesting Hope: The Story of Cesar Chavez (Biography)  
- The Edible Schoolyard (Informational)  
**Skill:**  
- Conclusions & generalizations RI.4.1 (4R1)  
- Problem & solutions RI.4.1, RI.4.5 (4R1, 4R5)  
- Domain-specific vocabulary L.4.6; RI.4.4 (4L6; 4R4)  
- Idioms L.4.5b (4L5b)  
**Strategy:** Infer/Predict RI.4.1 (4R1)  
**Decoding:** RF.4.3a (3-5L2)  
- More common suffixes  
**Fluency:** Stress  
SL.4.1a, SL.4.2, RF4.4b (4L1, 4L2, 4R4)  
Supplemental Higher Order Oral Response Questions (**HOT!**)  
**Grammar:** L.4.1a (3-5L1; 4L1a)  
- Relative Pronouns and Adverbs  
**Spelling:** RF.4.3a (3-5L2)  
- Suffixes: -ful, -less, -ess, -ment  
**Vocabulary:** L.4.6 (4L6)  
- overcome, association, capital, drought, dedicate, publicity, violence, conflicts, horizon, brilliant  
- Academic and domain specific words  
**Vocabulary Strategy:** L.4.4c (4L4c)  
- Reference Materials  
**Writing:** W.4.3, W.4.10 (4W3; 4W10)  
- Genre: Narrative writing W.4.3 (4W3)  
- Form: Personal Narrative  
- Focus trait: Organization  
**Speaking/Listening:** SL.4.2 (4L2)  
- Teacher Read Aloud: The Father of India  
**Speaking/Listening**  
SL.4.1a; SL.4.1b; SL.4.1c; SL.4.1d; SL.4.3 (4L1a; 4L1b; 4L1c; 4L1d; 4L3)  
- Literature discussion  
Supplemental Higher Order Constructed Response Questions (**HOT!**) |

**NOTES**

Suggested scaffolding technique: Chunking – pp. 500-503, 504-507, 508-511  
myON and other options for independent reading are encouraged for use in the reading learning area.  
Suggested activities from the Florida Center for Reading Research, (FCRR) aligned to each lesson for differentiated, teacher-led or independent small group activities for phonemic awareness, phonics, fluency, vocabulary and comprehension can be found [here](#).  
Quill provides CCSS aligned grammar practice.  
Lessons 6, 9, 14, 17, 24 intentionally excluded to allow for unit review weeks.

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### Grade 4 BPS Instructional Guide for Literacy SY 2019-20

#### Buffalo Public Schools Grade 4 2019-20

**Reading Instructional Guide**

<table>
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</table>
| **March 23-31**       | Selections: RL/I.4.10 (4R10)  
- Sacagawea (Biography)  
- Native American Nature Poetry  
Skill: RI.4.1 (4R1)  
- Main ideas and details RI.4.2 (4R2)  
- Text structure RI.4.5 (4R5)  
- Onomatopoeia L.4.4a (4L4a)  
Strategy:  
- Visualize  
Decoding: RF.4.3a (4RF3a)  
- VCCV pattern and word parts  
Fluency: RF.4.4b (4RF4a)  
- Phrasing: Punctuation  
[Supplemental Higher Order Oral Response Questions (HOT!)] | Grammar: L.4.2a (3-5L2)  
- Abbreviations  
Spelling: L.4.2d (3-5L2)  
- Words with VCCV Pattern  
Vocabulary: L.4.6 (4L6)  
- territory, accompany, proposed, interpreter, duty, supplies, route, corps, clumsy, landmark  
- Academic and domain specific words  
Vocabulary Strategy L.4.5c (4L5c)  
- Shades of Meaning  |
|                      |                                                                 | Writing: W.4.4; W.4.10 (4W4; 4W10)  
- Genre: Narrative writing W.4.3; W.4.8 (4W3; 4W8)  
- Form: Personal Narrative  
- Focus trait: Ideas, Organization (*SUTW E6-13a, 15a-b, 23a)  
Speaking/Listening: SL.4.3 (4SL3)  
- Teacher Read Aloud: Race Against Death  
- Citing text reasons and evidence  
Speaking/Listening Skill:  
- Paraphrase: Text read aloud  
Supplemental Higher Order Constructed Response Questions (HOT!) |

**NOTES**

Suggested scaffolding technique: Chunking – pp. 588-592, 593-596, 597-603  
[myON](https://www.myon.com) and other options for independent reading are encouraged for use in the reading learning area.  
Suggested activities from the Florida Center for Reading Research, (FCRR) aligned to each lesson for differentiated, teacher-led or independent small group activities for phonemic awareness, phonics, fluency, vocabulary and comprehension can be found [here](https://www.fcrr.org).  
[Quill](https://www.quill.com) provides CCSS aligned grammar practice.  
Lessons 6, 9, 14, 17, 24 intentionally excluded to allow for unit review weeks.

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**This is a suggested resource for phonics/word study/vocabulary/writing in the Language and Literacy Guide (LLG).
<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources: 2016 Common Core English Language Arts Test Released Questions Book 3</td>
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<td>Resources: 2016 Common Core English Language Arts Test Released Questions Book 3</td>
</tr>
<tr>
<td><strong>Strategy:</strong> Review applicable strategies from Unit 2 &amp; 3 Reviews (Outside-In Strategy, SUTW: SUTW 2- Column Notes, Color Coding for Narratives, Answering Vocabulary Question Tool, Traffic Light Highlighting, Circle Once, Underline Twice)</td>
<td>Strategy: Using the strategies taught, students read passages associated with 4 point constructed response questions</td>
<td>Strategy: Review 4-point rubric **Using explicit instruction model, teach students SUTW informal outline to plan. Using the strategies taught, students create an informal outline; SUTW Informal Outline essay (E2-43)</td>
<td>Strategy: Review 4-point constructed response item from DBA 2</td>
<td>Strategy: Review 4-point constructed response item from DBA 2</td>
<td>Strategy: Review 4-point constructed response item from DBA 2</td>
</tr>
<tr>
<td>Standards: RL.4.1, RL.4.2, RL.4.3, RL.4.1, RL.4.2, RL.4.3, RL.4.2, RL.4.3, RL.4.4, L.4.5a (4R1; 4R2; 4R3; 4R5; 4R8; 4L5a)</td>
<td>Standards: RL.4.1, RL.4.2, RL.4.3, RL.4.1, RL.4.2, RL.4.3, RL.4.2, RL.4.3, RL.4.4, L.4.5a (4R1; 4R2; 4R3; 4R5; 4R8; 4L5a)</td>
<td>Standards: RL.4.1, RL.4.2, RL.4.3, RL.4.1, RL.4.2, RL.4.3, RL.4.2, RL.4.3, RL.4.4, L.4.5a (4R1; 4R2; 4R3; 4R5; 4R8; 4L5a)</td>
<td>Standards: RL.4.1, RL.4.2, RL.4.3, RL.4.1, RL.4.2, RL.4.3, RL.4.2, RL.4.3, RL.4.4, L.4.5a (4R1; 4R2; 4R3; 4R5; 4R8; 4L5a)</td>
<td>Standards: RL.4.1, RL.4.2, RL.4.3, RL.4.1, RL.4.2, RL.4.3, RL.4.2, RL.4.3, RL.4.4, L.4.5a (4R1; 4R2; 4R3; 4R5; 4R8; 4L5a)</td>
<td>Standards: RL.4.1, RL.4.2, RL.4.3, RL.4.1, RL.4.2, RL.4.3, RL.4.2, RL.4.3, RL.4.4, L.4.5a (4R1; 4R2; 4R3; 4R5; 4R8; 4L5a)</td>
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**REMEMBER:** Students should be reading the passages and questions independently.  
**Time permitting work with students on unit review of skills and process writing.**  
Lessons 6, 9, 14, 17, 24 intentionally excluded to allow for unit review weeks.

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**Grade 4**

**BPS Instructional Guide for Literacy**

**Buffalo Public Schools Grade 4 2019-20**

**Reading Instructional Guide**

<table>
<thead>
<tr>
<th>Timeline, Unit, CCLS</th>
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</thead>
</table>
| April 20-27 | Selections: RL/4.10 (4R10)  
- The World According to Humphrey (Fantasy)  
- Make the Switch (Advertisement)  
Skill: RL.4.1 (4R1)  
- Theme RL.4.2 (4R2)  
- Point of view RL.4.6 (4R6)  
- Idioms L.4.5b (4L5b)  
Strategy: RL.4.2 (4R2)  
- Summarize  
Decoding: RF.4.3a (4RF3a)  
- VCV pattern  
Fluency: RF.4.4b; RF.4.4c (4RF4a; 4RF4b)  
- Accuracy  

**Grammar:** L.4.1d (3-5L1)  
- Comparative and superlative adjectives and adverbs (*SUTW E2-22a)  
**Spelling:** L.4.2d (3-5L2)  
- Words with VCV Pattern  
**Vocabulary:** L.4.6 (4L6)  
- appreciate, blaring, combination, promptly, introduce, nocturnal, eats, effort, suggest, racket  
- Academic and domain specific words  
**Vocabulary Strategy:** L.4.4a (4L4a)  
- Using context  

**Writing:**  
- W.4.4; W.4.10 W.4.9a (4W4; 4W10; 4W5)  
- Genre: Informative writing W.4.2 (4W2)  
- Form: Summary  
- Focus trait: Ideas  
**Speaking/Listening:** SL.4.2; SL.4.4 (4SL2; 4SL4)  
- Teacher Read Aloud: Fun and Games on the Range  
- Discussing text details  

**Supplemental Higher Order Oral Response Questions (HOT!)**

**NOTES**

- Suggested scaffolding technique: Chunking – pp. 624-627, 628-632, 633-637
- myON and other options for independent reading are encouraged for use in the reading learning area.
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Grade 4  
BPS Instructional Guide for Literacy  
SY 2019-20  

<table>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>April 29 – May 7</strong></td>
<td>Selections: RI.4.10 (4R10)</td>
<td>Grammar: L.4.1a (3-5L1)</td>
<td>Writing: W.4.4; W.4.10 (4W4; 4W10)</td>
</tr>
<tr>
<td>Unit: 5 Lesson: 22</td>
<td>- I Could Do That! Esther Morris Gets Women the Vote (Biography)</td>
<td>- Negatives</td>
<td></td>
</tr>
<tr>
<td>Topic: Citizens Rights</td>
<td>- The Role of the Constitution (Informational)</td>
<td>- Relative pronouns and relative adverbs (*SUTW E2-19c)</td>
<td></td>
</tr>
<tr>
<td>Domain: Civics Essential Question: What causes change in a community?</td>
<td><strong>Skill:</strong></td>
<td><strong>Spelling:</strong> L.4.2d (3-5L2)</td>
<td><strong>Genre:</strong> Informative writing</td>
</tr>
<tr>
<td>Corresponding Next Generation Learning Standards are noted in parentheses.</td>
<td>- Cause and effect RI.4.5 (4R5)</td>
<td>- VCCV and VCV Patterns</td>
<td><strong>W.4.2 (4W2)</strong></td>
</tr>
<tr>
<td></td>
<td>- Conclusions &amp; generalizations RI.4.1; RI.4.2 (4R1; 4R2)</td>
<td><strong>Vocabulary:</strong> L.4.6 (4L6)</td>
<td><strong>Form:</strong> Explanation</td>
</tr>
<tr>
<td></td>
<td>- Domain-specific vocabulary L.4.6, RI.4.4 (4L6; 4R4)</td>
<td>- politics, intelligent, disorderly, approve, polls, legislature, amendment, candidates, informed, denied</td>
<td><strong>Focus trait:</strong> Ideas (*SUTW E4-2a, 5a)</td>
</tr>
<tr>
<td></td>
<td><strong>Strategy:</strong> RI.4.1 (4R1)</td>
<td>- Academic and domain specific words</td>
<td><strong>Speaking/Listening:</strong> SL.4.2 (4S12)</td>
</tr>
<tr>
<td></td>
<td>- Infer/predict</td>
<td><strong>Vocabulary Strategy:</strong> L.4.5b (4L5b)</td>
<td>- Teacher Read Aloud: Jane’s Big Ideas</td>
</tr>
<tr>
<td></td>
<td><strong>Decoding</strong></td>
<td>- Adages and proverbs</td>
<td>- Paraphrase portions of a text read aloud</td>
</tr>
<tr>
<td></td>
<td>- Syllable patterns and word parts</td>
<td><strong>Supplemental Higher Order Constructed Response Questions (HOT!)</strong></td>
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<th>Reading Strand</th>
<th>Language Strand</th>
<th>Writing, Speaking &amp; Listening Strands</th>
</tr>
</thead>
</table>
| **May 8-15**         | Selections: RL/I.4.10 (4R10)  

- The Ever-Living Tree (Informational)  
- Towering Trees (Poetry)  

**Skill:**  
- Text & graphic features RI.4.7 (4R7)  
- Text structure RI.4.5 (4R5)  
- Similes L.4.5a (4L5a)  

**Strategy:** RF.4.4c (4RF4b)  
- Monitor/clarify  

**Decoding:** RF.4.3a (4RF3a)  
- Difficult VCCV patterns  

**Fluency:** Stress RF.4.4b (4RF4a)  

[Supplemental Higher Order Oral Response Questions (HOT!)](#)  

**Grammar:** L.4.2b; L.4.2c (3-5L2)  
- Punctuation {*SUTW E2-12b,d}  

**Spelling:** L.4.3b; L.4.5c (4L3b; 4L5c)  
- Words with VCCV Patterns  

**Vocabulary:** L.4.6 (4L6)  
- resources, dense,  
- evaporate, shallow,  
- moisture, civilized, continent,  
- opportunities, customs, independent  
- Academic and domain specific words  

**Vocabulary Strategy:** L.4.4b (4L4b)  
- Prefixes pre-, inter-, ex-  

**Writing:** W.4.4; W.4.10 (4W4; 4W10)  
- Genre: Informative writing W.4.2 (4W2)  
- Form: Procedural Composition  
- Focus trait: Organization {*SUTW E4-2a, 18a}  

**Speaking/Listening:** SL.4.2 (4SL2)  
- Teacher Read Aloud: Deserts on the Move  
- Discussing text details  
- Paraphrase portions of a text  

[Supplemental Higher Order Constructed Response Questions (HOT!)](#) |

**NOTES**


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[Quill](#) provides CCSS aligned grammar practice.  

Lessons 6, 9, 14, 17, 24 intentionally excluded to allow for unit review weeks.

---

*This is a suggested strategy to support students’ needs. Refer to Step Up to Writing (SUTW) resources for additional tools for instructional support.*  

**This is a suggested resource for phonics/word study/vocabulary/writing in the Language and Literacy Guide (LLG).
## Grade 4

### BPS Instructional Guide for Literacy

**Buffalo Public Schools Grade 4 2019-20**

### Reading Instructional Guide

<table>
<thead>
<tr>
<th>Timeline, Unit, CCLS</th>
<th>Reading Strand</th>
<th>Language Strand</th>
<th>Writing, Speaking &amp; Listening Strands</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>May 18-26</strong></td>
<td>Selections: RL/I.4.10 (4R10)</td>
<td>Grammar: L.4.2a-c (3-5L2)</td>
<td><strong>Writing:</strong> W.4.4; W.4.10 (4W4; 4W10)</td>
</tr>
<tr>
<td><strong>Unit: 5</strong></td>
<td>- The Fun They Had (Science fiction)</td>
<td>- Proper mechanics {*SUTW E2-13d, 27a, 24a-b}</td>
<td><strong>Genre:</strong> Informative writing W.4.2 (4W2)</td>
</tr>
<tr>
<td><strong>Lesson: 25</strong></td>
<td>- Toys (Informational)</td>
<td><strong>Spelling:</strong> L.4.2d (3-5L2)</td>
<td><strong>Form:</strong> Research report W.4.7; W.4.8 (4W6; 4W7) {*SUTW E7-1a-c, 4a, 14a, 16a, 18a}</td>
</tr>
<tr>
<td><strong>Topic:</strong> Inventions</td>
<td><strong>Skill:</strong> RL.4.1 (4R1)</td>
<td><strong>Vocabulary:</strong> L.4.6 (4L6)</td>
<td><strong>Focus trait:</strong> Word choice</td>
</tr>
<tr>
<td><strong>Domain:</strong> Technology and innovation</td>
<td>- Author’s purpose RL.4.6 (4R6)</td>
<td>- progress, calculated, dispute, centuries, superior, insert, waste, inspector, mechanical, average</td>
<td><strong>Speaking/Listening:</strong> SL.4.2 (4SL2)</td>
</tr>
<tr>
<td><strong>Essential Question:</strong> How do inventions change the way we do things?</td>
<td>- Genre: Science fiction RL.4.10 (4R10)</td>
<td>- Academic and domain specific words</td>
<td><strong>Teacher Read Aloud:</strong> The Future of Flight</td>
</tr>
<tr>
<td></td>
<td>- Formal and informal language L.4.3c (4L3c)</td>
<td><strong>Vocabulary Strategy:</strong> L.4.4b (4L4b)</td>
<td><strong>Identifying reasons and text evidence while paraphrasing</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Strategy:</strong> L.4.6 (4L6)</td>
<td>- Greek and Latin word parts meter, therm, aud, and fac</td>
<td><strong>Speaking/Listening Skill:</strong> SL.4.4 (4SL4)</td>
</tr>
<tr>
<td></td>
<td>- Question</td>
<td><strong>Vocabulary Strategy:</strong> L.4.4b (4L4b)</td>
<td><strong>Tell a story</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Decoding:</strong> RF.4.3a (4RF3a)</td>
<td><strong>Fluency:</strong> RF.4.4b (4RF4a)</td>
<td><strong>Supplemental Higher Order Constructed Response Questions</strong> <strong>(HOT!)</strong></td>
</tr>
<tr>
<td></td>
<td>- VV pattern</td>
<td>- Adjust rate to purpose</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Supplemental Higher Order Oral Response Questions</strong> <strong>(HOT!)</strong></td>
<td></td>
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### Notes

**Suggested scaffolding technique:** Chunking – pp. 744-746, 747-749, 750-753

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**Quill** provides CCSS aligned grammar practice.

Lessons 6, 9, 14, 17, 24 intentionally excluded to allow for unit review weeks.

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*This is a suggested strategy to support students’ needs. Refer to Step Up to Writing (SUTW) resources for additional tools for instructional support.

**This is a suggested resource for phonics/word study/vocabulary/writing in the Language and Literacy Guide (LLG).*
### Unit 5 *Informative Writing: Write a Research Report*
**Grade 4 Writer’s Workshop and Assessment**
*(5/27/20 - 6/20)*

<table>
<thead>
<tr>
<th>DAY 1</th>
<th>DAY 2</th>
<th>DAY 3</th>
<th>DAY 4</th>
<th>DAY 5</th>
<th>DAY 6 / 7</th>
</tr>
</thead>
</table>

(Use examples from anchor texts from the *Journeys* TE and projectables)

*Look at sample, examine and incorporate focus trait. (Word Choice)*
- I do, We do, You do

*Explicitly review informative writing rubric with students.*

(Use informal outlines and graphic organizers to help students organize their thinking)

*Writer’s workshop* -students work in groups by topic and can work collaboratively to complete outline, checked by teacher

After outlines are complete, students begin drafting paragraphs

**Peer-Edit**
edit for focus trait

**Revise/Edit**
teacher works with students one-on-one

Finish with teacher

**Final Copy**
Independently **Proofread** capital letters and punctuation

**Publish/Share**
matted, illustrated, presented

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<tbody>
<tr>
<td><strong>June 3-25</strong></td>
<td>HMH Trade Books: RL/I.4.10 (4R10)</td>
<td></td>
<td>Use SUTW strategies</td>
</tr>
<tr>
<td>Unit: 6</td>
<td><em>Justin and the Best Biscuits in the World</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• See lessons below</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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</thead>
<tbody>
<tr>
<td><strong>June 3-8</strong></td>
<td><strong>Selections:</strong> RL4.10 (4R10) <em>Justin and the Best Biscuits in the World</em> (Realistic fiction)</td>
<td><strong>Vocabulary:</strong> L.4.6 (4L6)  - challenge, cast, sturdy, praise, assured, clutter, disposition, fling, tidy, beamed  - Read aloud vocabulary: knock revealed, alarmed, challenge  - Terms about Literature: story elements, setting, character, plot, visualize, analyze, point of view</td>
<td><strong>Writing:</strong> W.4.4, W.4.9a, RL.4.6 (Life Long Practices of Writers, 4W5, 4R6)  - Use SUTW strategies  - Point of View <strong>Speaking/Listening:</strong> SL.4.1, SL.4.2, RL.4.3 (4SL1, 4SL2, 4SL3)  - Teacher Read Aloud: <em>Nate Love, A Real Cowboy</em>  - Build background <strong>Speaking/Listening Skill:</strong> SL.4.1, SL.4.2, RL.4.3 (4SL1, 4SL2, 4SL3)  - Summarize  - Supplemental Higher Order Constructed Response Questions <em>(HOT!)</em></td>
</tr>
<tr>
<td><strong>Unit:</strong> 6  <strong>Lesson:</strong> 26</td>
<td><strong>Skill:</strong>  - Analyze Story Structure RL.4.3 (4R3)  - Point of View RL.4.6 (4R6)  - Visualize</td>
<td><strong>Fluency:</strong> RF.4.4b (4RF4a)  - Expression  - Supplemental Higher Order Oral Response Questions <em>(HOT!)</em></td>
<td></td>
</tr>
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**NOTES**
Suggested scaffolding technique: Chunking — pp. 20-23, 24-27, 28—31  *myON* and other options for independent reading are encouraged for use in the reading learning area. Suggested activities from the Florida Center for Reading Research, (FCRR) aligned to each lesson for differentiated, teacher-led or independent small group activities for phonemic awareness, phonics, fluency, vocabulary and comprehension can be found [here](#).  **Quill** provides CCSS aligned grammar practice. Lessons 6, 9, 14, 17, 24 intentionally excluded to allow for unit review weeks.

*This is a suggested strategy to support students’ needs. Refer to Step Up to Writing (SUTW) resources for additional tools for instructional support.*  **This is a suggested resource for phonics/word study/vocabulary/writing in the Language and Literacy Guide (LLG).*
### Grade 4 BPS Instructional Guide for Literacy

**Buffalo Public Schools Grade 4 2019-20**

**Reading Instructional Guide**

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<tbody>
<tr>
<td><strong>June 9-12</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit: 6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson: 27</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Justin and the Best Biscuits in the World (Realistic fiction)</td>
<td>• tranquil, linking, acres, soothed, stampede, doubted, knock, generation, roam, flexed</td>
<td>• Use SUTW strategies</td>
</tr>
<tr>
<td></td>
<td>Skill:</td>
<td>• Terms about Literature: topic, main idea, supporting detail, question, infer, word choice</td>
<td>• Word Choice</td>
</tr>
<tr>
<td></td>
<td>• Main Idea and Details RL.4.2 (4R2)</td>
<td>Vocabulary Strategy: L.4.5 (4L5)</td>
<td>• Main idea and details</td>
</tr>
<tr>
<td></td>
<td>• Word Choice RL.4.6 (4R6)</td>
<td>• Analogies</td>
<td>Speaking/Listening: SL.4.1, SL.4.2, RL.4.3 (4SL1, 4SL2, 4SL3)</td>
</tr>
<tr>
<td></td>
<td>Strategy: RL.4.1 (4R1)</td>
<td></td>
<td>• Teacher Read Aloud: Paragraph 3 page 31, page 45</td>
</tr>
<tr>
<td></td>
<td>• Review and Preview</td>
<td></td>
<td>Speaking/Listening Skill: SL.4.1, SL.4.2, RL.4.3 (4SL1, 4SL2, 4SL3)</td>
</tr>
<tr>
<td></td>
<td>• Question</td>
<td></td>
<td>• Phrasing: Punctuation</td>
</tr>
<tr>
<td></td>
<td>Fluency: RF.4.4b (4RF4a)</td>
<td>Supplemental Higher Order Oral Response Questions <em>(HOT!)</em></td>
<td>Supplemental Higher Order Constructed Response Questions <em>(HOT!)</em></td>
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<tr>
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<td>Phrasing: Punctuation</td>
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**NOTES**

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**This is a suggested resource for phonics/word study/vocabulary/writing in the Language and Literacy Guide (LLG).**
| **June 15-17** | **Selections:** RL4.10 (4R10)  
*Justin and the Best Biscuits in the World*  
(Realistic fiction) | **Vocabulary:** L.4.6 (4L6)  
- guilt, tightened, alarmed, reins, lurked, revealed, dared, grave, determined, thump  
- Terms about Literature: fact, opinion, monitor, clarify, tone | **Writing:** W.4.4, W.4.9a (Life Long Practices of Writers, 4W5)  
- Use SUTW strategies  
- Tone  

**Speaking/Listening:** SL.4.1, SL.4.2, RL.4.3 (4S1, 4S2, 4S3)  
**Teacher Read Aloud:** p. 61  

**Speaking/Listening Skill:** SL.4.1, SL.4.2, RL.4.3 (4S1, 4S2, 4S3)  
- Rate  

Supplemental Higher Order Constructed Response Questions *(HOT!)* |
| **Skill:**  
- Fact and Opinion RL.4.2 (4R2)  
- Tone RL.4.3 (4R3) | **Strategy:** RF.4.4c (4RF4b)  
- Review and Preview  
- Monitor/Clarify |  |
| **Fluency:** RF.4.4b (4RF4a)  
- Rate | **Vocabulary Strategy:** L.4.4b (4L4b)  
- Prefixes: con-, com-, in-, im- |  |

**Supplemental Higher Order Oral Response Questions *(HOT!)***

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**NOTES**

Suggested scaffolding technique: Chunking – pp. 20-23, 24-27, 28—31

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**June 18-22**

**Unit:** 6  
**Lesson:** 29

**Small Group Trade Book:** T240

*Corresponding Next Generation Learning Standards are noted in parentheses.*

**Selections:** RL.4.10 (4R10)  
*Justin and the Best Biscuits in the World* (Realistic fiction)

**Skill:**  
- Understanding Characters RL.4.3 (4R3)  
- Mood RL.4.3 (4R3)

**Strategy:** RL.4.1 (4R1)  
- Review and Preview  
- Infer and Predict

**Fluency:** RF.4.4b (4RF4a)  
- Phrasing: Pauses

*Supplemental Higher Order Oral Response Questions (HOT!)*

**Vocabulary:** L.4.6 (4L6)  
- accused, veterans, passage, glistened, entry, glimpse, scruptious, enthusiasm, category, certificate  
- Terms about Literature: character, traits, infer, predict, mood

**Vocabulary Strategy:** L.4.4b (4L4b)  
- Word Origins

**Writing:** W.4.4, W.4.9a (Life Long Practices of Writers, 4W5)  
- Use SUTW strategies  
- Mood

**Speaking/Listening:** SL.4.1, SL.4.2, RL.4.3 (4SL1, 4SL2, 4SL3)  
- Teacher Read Aloud: *page 79*

**Speaking/Listening Skill:** SL.4.1, SL.4.2, RL.4.3 (4SL1, 4SL2, 4SL3)  
- Phrasing: Pauses

*Supplemental Higher Order Constructed Response Questions (HOT!)*

---

**NOTES**

Suggested scaffolding technique: Chunking – pp. 20-23, 24-27, 28—31  
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**Buffalo Public Schools Grade 4 2019-20**

**Reading Instructional Guide**

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</thead>
</table>
| **June 23-25**       | Selections: RL4.10 (4R10)  
*Justin and the Best Biscuits in the World*  
(Realistic fiction)  
**Skill:**  
- Conclusions and Generalizations  
**Strategy:** RL4.4 (4R4)  
**Fluency:** RF.4.4b (4RF4a)  
**Supplemental Higher Order Oral Response Questions** *(HOT!)* | Vocabulary: L.4.6 (4L6)  
- exhibit, fidget, mare, toppled,  
arena, trampled, wrestled, wriggle,  
opposite, generous  
**Vocabulary Strategy:** L.4.4b (4L4b)  
- Suffixes: -er, -or, -ist | **Writing:** W.4.4, W.4.9a (Life Long Practices of Writers, 4WS)  
- Use SUTW strategies  
- Word Choice  
**Speaking/Listening:** SL4.1, SL4.2, RL4.3 (4SL1, 4SL2, 4SL3)  
- Teacher Read Aloud: *page 116*  
**Speaking/Listening Skill:** SL4.1, SL4.2,  
RL4.3 (4SL1, 4SL2, 4SL3)  
- Accuracy and Self-Correction  
**Supplemental Higher Order**  
**Constructed Response Questions** *(HOT!)* |
| **Unit:** 6  
**Lesson:** 30  
**Small Group Trade Book-T240**  
**Corresponding Next Generation Learning Standards are noted in parentheses.** |  |  |  |

**NOTES**

Suggested scaffolding technique: Chunking — pp. 20-23, 24-27, 28—31

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