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

<table>
<thead>
<tr>
<th>Fluency (4.5 &amp; 4.6)</th>
<th>Comprehension Fiction (4.5)</th>
<th>Comprehension Non-Fiction (4.6)</th>
<th>Vocabulary (4.4)</th>
<th>Word Knowledge (4.4)</th>
<th>Writing Genre Target: Personal Narrative and Personal Narrative Prompt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitoring (4.5 &amp; 4.6)</td>
<td>a, b, c, d, e, i, j</td>
<td>a, b, c, d, e, f, h, i</td>
<td>a, b, c</td>
<td>b, (4.8)</td>
<td>g, h</td>
</tr>
<tr>
<td><strong>Fluency</strong></td>
<td><strong>Genre Targets</strong></td>
<td><strong>Realistic Fiction &amp; Mystery</strong></td>
<td>Textbooks, Articles, Leveled Readers, Informational Passages Text &amp; Web</td>
<td><strong>Vocabulary</strong></td>
<td><strong>Word Analysis</strong></td>
</tr>
<tr>
<td>** Cueing Systems:**</td>
<td><strong>Make, Confirm, and Modify/Revise Predictions</strong></td>
<td><strong>Apply Background Knowledge</strong></td>
<td><strong>Restatement Synonym Example</strong></td>
<td><strong>Dictionary ABC Order Guide Words</strong></td>
<td><strong>Syllabication</strong></td>
</tr>
<tr>
<td><strong>Word Analysis Skills</strong></td>
<td><strong>Identify the Problem and Solution</strong></td>
<td><strong>Make Connections:</strong> Text-Self, Text-Text, Text-Graphics/Visuals</td>
<td><strong>Correct Meaning of Multiple Meaning Words</strong></td>
<td><strong>ABC Order Location of Glossary Similar and Different from Dictionary</strong></td>
<td><strong>Compound Words</strong></td>
</tr>
<tr>
<td><strong>High Frequency Phrases:</strong></td>
<td><strong>Summarize</strong></td>
<td><strong>Categorize and Classify Information</strong></td>
<td><strong>Grammar Terms Know by End of Year</strong></td>
<td><strong>General Academic Content-Specific</strong></td>
<td><strong>Singular &amp; Plural Possessive Homophones</strong></td>
</tr>
<tr>
<td><strong>Sentence Structure:</strong></td>
<td><strong>Identify Cause-Effect Relationships</strong></td>
<td><strong>Identify Main Idea and Supporting Details</strong></td>
<td><strong>Verb Preposition Adjective, Adverb</strong></td>
<td><strong>Grade-Level Vocabulary</strong></td>
<td><strong>Inflected Endings: -s, -er, -ed, -ing, -er, -est</strong></td>
</tr>
<tr>
<td><strong>Pacing and Rhythm:</strong></td>
<td><strong>Determine the Cause of an Effect</strong></td>
<td><strong>Summarize using Graphic Organizer, Outline and Notes</strong></td>
<td><strong>Word Senses:</strong></td>
<td><strong>Recognize the Word’s Context Clues</strong></td>
<td><strong>Contractions</strong></td>
</tr>
<tr>
<td><strong>Expression and Intonation:</strong></td>
<td><strong>Make Inferences about Character, Setting, Events</strong></td>
<td><strong>Distinguish Fact from Opinion</strong></td>
<td><strong>Word Analysis:</strong></td>
<td><strong>Contrary</strong></td>
<td><strong>Writing in a Genre</strong></td>
</tr>
<tr>
<td><strong>Monitor Before Reading</strong></td>
<td><strong>Ask and Answer Questions:</strong> Who, What, Why, Where, When, How</td>
<td><strong>Locate Information</strong></td>
<td><strong>Read the Sentence:</strong></td>
<td><strong>Spelling Grade-Level Targets</strong></td>
<td><strong>Brainstorming, Listing,</strong></td>
</tr>
<tr>
<td><strong>During Reading</strong></td>
<td><strong>Make Connections</strong></td>
<td><strong>Predict Questions that Might be Answered</strong></td>
<td><strong>Sentence:</strong></td>
<td><strong>Short Vowel Sounds:</strong></td>
<td><strong>Talking with Partner</strong></td>
</tr>
<tr>
<td><strong>Use Context Clues</strong></td>
<td><strong>Ask &amp; Answer Questions</strong></td>
<td><strong>Explain Author’s Purpose</strong></td>
<td><strong>Word Sounds:</strong></td>
<td><strong>Long Vowel Sounds:</strong></td>
<td><strong>Creating Graphic Organizer, e.g., idea web</strong></td>
</tr>
<tr>
<td><strong>Clarify</strong></td>
<td><strong>Identify Cause-Effect Relationships</strong></td>
<td><strong>Genre Targets</strong></td>
<td><strong>Word Analysis:</strong></td>
<td><strong>Compound Words</strong></td>
<td><strong>Sentence Variety:</strong></td>
</tr>
<tr>
<td><strong>Infer</strong></td>
<td><strong>Determine the Cause of an Effect</strong></td>
<td><strong>Textbooks, Articles, Leveled Readers, Informational Passages Text &amp; Web</strong></td>
<td><strong>Syllabication</strong></td>
<td><strong>Compound Words</strong></td>
<td><strong>Sequence</strong></td>
</tr>
<tr>
<td><strong>Reread to Clarify</strong></td>
<td><strong>Make Inferences about Character, Setting, Events</strong></td>
<td><strong>Apply Background Knowledge</strong></td>
<td><strong>Contractions</strong></td>
<td><strong>Singular &amp; Plural Possessive Homophones</strong></td>
<td><strong>Transition/Signal Words</strong></td>
</tr>
<tr>
<td><strong>Self-Correct</strong></td>
<td><strong>Ask and Answer Questions:</strong> Who, What, Why, Where, When, How</td>
<td><strong>Make Connections:</strong> Text-Self, Text-Text, Text-Graphics/Visuals</td>
<td><strong>Inflected Endings: -s, -er, -ed, -ing, -er, -est</strong></td>
<td><strong>Contractions</strong></td>
<td><strong>Written Expression</strong></td>
</tr>
<tr>
<td><strong>After Reading</strong></td>
<td><strong>Describe Author’s use of Language to Describe Characters, Setting, Events</strong></td>
<td><strong>Categorize and Classify Information</strong></td>
<td><strong>Correct Meaning of Multiple Meaning Words</strong></td>
<td><strong>Inflected Endings:</strong></td>
<td><strong>Comprehension</strong></td>
</tr>
<tr>
<td><strong>Summarize</strong></td>
<td><strong>Identify Main Idea or Theme</strong></td>
<td><strong>Identify Main Idea and Supporting Details</strong></td>
<td><strong>Dictionary ABC Order Location of Glossary Similar and Different from Dictionary</strong></td>
<td><strong>Contractions</strong></td>
<td><strong>Sentence:</strong></td>
</tr>
<tr>
<td><strong>Locate Details</strong></td>
<td><strong>Identify Author’s Purpose</strong></td>
<td><strong>Summarize using Graphic Organizer, Outline and Notes</strong></td>
<td><strong>Grammar Terms Know by End of Year</strong></td>
<td><strong>Recognize the Word’s Context Clues</strong></td>
<td><strong>Contrary</strong></td>
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<tr>
<td><strong>Ask &amp; Answer Questions</strong></td>
<td><strong>Genre Targets</strong></td>
<td><strong>Distinguish Fact from Opinion</strong></td>
<td><strong>Verb Preposition Adjective, Adverb</strong></td>
<td><strong>Contrary</strong></td>
<td><strong>Writing to a Prompt</strong></td>
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<tr>
<td><strong>Identify Cause-Effect Relationships</strong></td>
<td><strong>Summarize</strong></td>
<td><strong>Locate Information</strong></td>
<td><strong>Word Senses:</strong></td>
<td><strong>Contrary</strong></td>
<td><strong>Personal Narrative</strong></td>
</tr>
</tbody>
</table>

**Grade 4**

**Fluency:**
- Days & Months
- Beginning of Sentence

**Punctuation:**
- Commas: Dates and Places/Addresses
- Simple Series
- Compound Sentence

**End Punctuation:**
- Period
- Question Mark
- Exclamation Mark

**Sentences:**
- Complete Sentences
- Compound Subject
- Past and Present Verb Tense

**Spelling:**
- Frequently Used Words & Homophones
- Use Spell Checker

**Handwriting:**
- Legible Cursive

**Word Processing:**
- Implement Word Processing Skills Scope and Sequence.
<table>
<thead>
<tr>
<th>Fluency</th>
<th>Genre Targets Fantasy &amp; Biography (Narrative Nonfiction)</th>
<th>Reading Vocabulary</th>
<th>Word Knowledge</th>
<th>Writing Genre Target : Personal Narrative Prompt, Informational Text, Narrative Nonfiction (biography/narrative) and Teacher Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fluency (4.5 &amp; 4.6)</td>
<td></td>
<td>Syllabication</td>
<td>Syllabication</td>
<td>Writing to a Prompt Personal Narrative</td>
</tr>
<tr>
<td>Monitoring (4.5 &amp; 4.6)</td>
<td></td>
<td>Inflected Endings: -ed, -ing, -er, -est</td>
<td>Inflected Endings: -ed, -ing, -er, -est</td>
<td>Analyzing, Planning, Organizing, Composing, Editing</td>
</tr>
<tr>
<td>Fluency (4.5 &amp; 4.6)</td>
<td>Textbooks, Articles, Leveled Readers, Informational Passages &amp; Web Apply Background Knowledge</td>
<td>Singular and Plural Possessives</td>
<td>Narrative Nonfiction</td>
<td>Writing to a Genre Narrative Nonfiction</td>
</tr>
<tr>
<td>Monitoring Before Reading</td>
<td>Use Text Features</td>
<td>Contractions</td>
<td>Informational Text*</td>
<td>Informational Text*</td>
</tr>
<tr>
<td>Phrasing</td>
<td>Make Inferences &amp; Draw Conclusions</td>
<td>Homophones</td>
<td>Prewriting</td>
<td><strong>Prewriting</strong></td>
</tr>
<tr>
<td>Punctuation and Sentence Structure</td>
<td>Understand Text Structure: Sequence of Events; Main Idea/ Supporting Detail; Cause/Effect</td>
<td>Meaning of Affixes</td>
<td>Reading and Hearing Peer &amp; Professional Writing</td>
<td>Reading and Hearing Peer &amp; Professional Writing</td>
</tr>
<tr>
<td>Pacing and Rhythm</td>
<td>Summarize using Graphic Organizer (time line, cause/effect, comparison/contrast, flow chart) and Outline</td>
<td>Suffixes: -y, -ly, -ful, -er, -less, -ness, -able, -tion, -ment; er, or, 0st</td>
<td>Brainstorming &amp; Listing</td>
<td>Brainstorming &amp; Listing</td>
</tr>
<tr>
<td>Expression and Intonation</td>
<td>Categorize and Classify Information</td>
<td>Meaning of Roots: tele, rupt, sign, spect</td>
<td>Talking &amp; Free-writing</td>
<td>Talking &amp; Free-writing</td>
</tr>
<tr>
<td>Monitoring</td>
<td>Make Inferences about Character, Setting, Events</td>
<td>Spelling Grade - Level Targets</td>
<td>Creating Graphic Organizer</td>
<td>Creating Graphic Organizer</td>
</tr>
<tr>
<td>Before Reading</td>
<td>Describe Author’s use of Language &amp; Sensory Words to Describe Characters, Setting, and Events</td>
<td>Compound Words</td>
<td>Note-taking</td>
<td>Note-taking</td>
</tr>
<tr>
<td>Question Use Context Clues</td>
<td>Identify Facts in Biography</td>
<td>Schwa sound in er, or, are el, al, le</td>
<td>Organizing</td>
<td>Organizing</td>
</tr>
<tr>
<td>Clarify</td>
<td>Differentiate between Realism and Fantasy</td>
<td>Developmental Level</td>
<td>Topic Sentence/ Main Idea</td>
<td>Multiple focused Paragraphs</td>
</tr>
<tr>
<td>Infer</td>
<td>Identify Main Idea or Theme</td>
<td>Based on Words Their Way and Word Journeys</td>
<td>Clear Main Idea</td>
<td>Clusters and Sequenced Development</td>
</tr>
<tr>
<td>Integrate New Information</td>
<td>Locate Information: appropriate resource, key terms, parts of book, skim text</td>
<td>Specific Details/Facts within Sentences</td>
<td>Opening, Middle, Ending</td>
<td>Imitating format of a book</td>
</tr>
<tr>
<td>Reread to Clarify</td>
<td>Reference Resources: Almanac, Atlas, Encyclopedia, Reference Books, Online Sources</td>
<td>Elaborating</td>
<td>Elaborating</td>
<td>Elaborating</td>
</tr>
<tr>
<td>Self-Correct</td>
<td>Sequence Comparison/Contrast Examples Description with Clarifying Details</td>
<td>Specific Details/Facts within Sentences</td>
<td>Specific Details/Facts within Sentences</td>
<td>Specific Details/Facts within Sentences</td>
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</table>

**Word Analysis Skills**

- Automatically Read High Frequency Words
- Phrasing
- Punctuation and Sentence Structure
- Pacing and Rhythm
- Expression and Intonation

**Fluency Cues Systems:**

- Meaning, Structure, Visual
- Fluency (4.5 & 4.6)
- Word Analysis Skills
- Monitoring Before Reading
- Punctuation and Sentence Structure
- Monitoring
- Reading
- Question Use Context Clues
- Clarify
- Integrate New Information
- Reread to Clarify
- Use Graphic Organizer: time line, flow chart, cause/effect

**Comprehension Fiction (4.5)**

- a, b, c, d, e, f, g, h, i

**Comprehension Non-Fiction (4.6)**

- a, b, c, d, e, f, g, h, i

**Vocabulary (4.4)**

- a, b, c

**Word Knowledge (4.4)**

- b

**Writing Expression (4.7)**

- b, e, i

**Usage & Mechanics (4.8)**

- b, c, e, g, h
## Nine Weeks 3: Benchmark English Standards at a Glance

### Grade 4

<table>
<thead>
<tr>
<th>Fluency (4.5 &amp; 4.6)</th>
<th>Comprehension Fiction (4.5) b, c, d, e, h</th>
<th>Comprehension Non-Fiction (4.6) a, b, c, d, e, f, j</th>
<th>Vocabulary (4.4) b, g</th>
<th>Word Knowledge (4.4) b, (4.8) g, h</th>
<th>Writing Genre Target: Explanation Prompt, Letter, and Biography and Functional Text (How-To Directions) written in Flyer or Brochure Format + Research Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitoring (4.5 &amp; 4.6)</td>
<td>&amp; k</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fluency</strong></td>
<td>Word Analysis Skills: multi-syllable words Automatically Read High Frequency Words Phrasing; Punctuation and Sentence Structure Pacing and Rhythm; Expression and Intonation</td>
<td><strong>Genre Targets</strong> Historical &amp; Realistic Fiction Textbooks, Articles, Leveled Readers, Text and Web Informational Passages, Primary Sources &amp; Functional Texts</td>
<td><strong>Context Clues</strong> Within Sentence &amp; Paragraph: Synonym, Restatement, Example Direct Description, Definition</td>
<td><strong>Word Analysis</strong> Syllabication Inflected Endings: -ed, -ing, -er, -est Singular and Plural Possesses Contractions Homophones Synonyms &amp; Antonyms</td>
<td><strong>Writing to a Genre Format</strong> Narrative Nonfiction Letter Format Functional: Directions/How To Prewriting Reading and Hearing Peer &amp; Professional Writing Brainstorming &amp; Listing Talking &amp; Free-writing Constructing a Research Question Identifying Print and Electronic Resources and Reference Texts Taking Notes Giving Credit to Sources Creating Graphic Organizer or Outline</td>
</tr>
<tr>
<td><strong>Monitoring Before Reading</strong></td>
<td><strong>Predict</strong></td>
<td><strong>Make Predictions</strong></td>
<td><strong>Access Background Knowledge</strong></td>
<td><strong>Before Reading</strong></td>
<td><strong>Preview</strong></td>
</tr>
<tr>
<td><strong>During Reading</strong></td>
<td>Make Connections</td>
<td>Confirm &amp; Modify Predictions</td>
<td>Question</td>
<td>Use Context Clues</td>
<td>Skim and Scan</td>
</tr>
<tr>
<td><strong>After Reading</strong></td>
<td>Summarize</td>
<td>Locate Information</td>
<td><strong>Genre Targets</strong> Textbooks, Articles, Leveled Readers, Text and Web Informational Passages, Primary Sources &amp; Functional Texts</td>
<td><strong>Context Clues</strong> Within Sentence &amp; Paragraph: Synonym, Restatement, Example Direct Description, Definition</td>
<td><strong>Word Analysis</strong> Syllabication Inflected Endings: -ed, -ing, -er, -est Singular and Plural Possesses Contractions Homophones Synonyms &amp; Antonyms</td>
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### Additional Standards
- **Fluency**
- **Word Analysis**
- **Genre Targets**
- **Comprehension Fiction**
- **Comprehension Non-Fiction**
- **Vocabulary**
- **Word Knowledge**
- **Writing Genre Target**
- **Composition**
- **Written Expression**
- **Usage & Mechanics**

### Additional Elements
- **Capitalization**
- **Days & Months**
- **Streets & States**
- **Beginning of Sentence**
- **Punctuation Commas**
- **Dates**
- **Places/Addresses**
- **Letter Greetings**
- **Closings**
- **Simple Series**
- **End Punctuation:**
- **Period**
- **Question Mark**
- **Exclamation Mark**
- **Apostrophe:**
- **Contraction**
- **Possession**
- **Sentences**
- **Complete Sentences**
- **I as Subject Agreement:**
- **Subject-Verb, Noun/Pronoun**
- **Eliminate double negatives**
- **Correct form of Adjectives & Adverbs**
- **Spelling**
- **Frequently Used Words, Homophones**
- **Handwriting**
- **Legible Cursive**
- **Keyboarding**
### Benchmark English Standards at a Glance: Grade 4

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<th>Word Knowledge (4.4)</th>
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<td>Monitoring (4.5 &amp; 4.6)</td>
<td>a, b, c, d, g, h</td>
<td>a, b, c, d, e, f, g, h, j</td>
<td>(4.7) a, b, c, d, e, f</td>
<td>(4.8) g, h</td>
<td>(4.7) a, b, c, d, e, f, g, h, j</td>
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</tbody>
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#### Fluency
- Word Analysis Skills: multi-syllable words
- Automatically Read High Frequency Words
- Phrasing; Punctuation and Sentence Structure
- Pacing and Rhythm; Expression and Intonation

#### Monitoring Before Reading
- Preview
- Make Predictions Access Background Knowledge

#### During Reading
- Make Connections Confirm & Modify Predictions Question
- Use Context Clues Skim and Scan Clarify Infer
- Integrate New Information Reread to Clarify Self-Correct

#### After Reading
- Summarize Locate Information

#### Genre Targets Fiction & Poetry
- Identify and Explain Main Idea or Theme
- Summarize with Important Details
- Determine the Cause of an Effect
- Make inferences & Draw conclusions about Characters, Settings, Events
- Justify Inferences and Conclusions with Text Information
- Compare & Contrast Characters, Settings, and Events
- Apply Characteristics of Historical Fiction
- Identify sensory words and their impact on the reader
- Identify Author’s Purpose
- Explain how the Author Uses Language
- Identify/Create question answered in a paragraph

#### Genre Targets Textbooks, Articles, Leveled Readers, Text & Web Informational Pages & Functional Texts
- Preview and Apply Background Knowledge
- Categorize and Classify Information
- Use Text Features
- Ask a question that might be answered
- Make Inferences & Draw Conclusions, Justify them Using Text Information

#### SOL Vocabulary Context Clues
- Within Sentence & Paragraph: Synonym, Restatement, Example
- Direct Description, Definition
- Choose correct definition as used

#### Dictionary Entry
- Difference between Definitions
- Feelings Synonyms & Antonyms

#### Meaning of Affixes
- Prefixes: con-, com-, en-, ex-, pre-, pro-
- Suffixes: -able, -ible, -ent, -ant

#### Spelling Grade-Level Targets
- Syllabication
- Syllable Analysis
- Inflected Endings: -ed, -ing, -er, -est
- Singular and Plural Possessives
- Contraction
- Homophones
- Synonyms & Antonyms

#### Word Reference Resources
- Different Purposes for Using Dictionary, Thesaurus, and Glossary
- Synonyms & Antonyms

#### Sentence Structure
- Sequence of Events; Main Idea/ Supporting Detail; Comparison/ Contrast; Cause-Effect
- Paraphrase Main Idea
- Summarize using Graphic Organizer and Outline
- Distinguish Fact from Opinion
- Identify Author’s Purpose
- Explain how the Author Uses Language

#### Grammar Terms Know by End of Year
- Noun, Pronoun Verb
- Preposition Adjective, Adverb

#### Read to a Prompt Explanation or Personal Narrative Prompt
- Analyzing, Planning, Organizing, Composing, Editing

#### Writing to a Genre Format
- Narrative Nonfiction or Informational Article (using text features); Poetry Patterns
- Prewriting
- Reading and Hearing Peer & Professional Writing
- Creating a Plan
- Brainstorming & Listing
- Talking & Free-writing

#### Researching
- Print and Electronic Resources and Reference Texts
- Key Research Terms
- Quality of Source & Information Outlining and Taking Notes
- Giving Credit to Sources
- Creating Graphic Organizer and Outline

#### Organizing
- Clear Topic/Main Idea
- Topic Sentences
- Multiple focused Paragraphs Clustered and Sequenced Development
- Opening, Middle, Ending

#### Elaborating
- Specific Details within Sentences
- Focused Selected Information within Paragraphs
- Development of Idea in One Sentence with Information in Following Sentences

#### Author’s Voice
- Exact Nouns Strong Verbs
- Precise Adjectives
- Sensory Language

#### Selected Information: Details, Examples, Description

#### Sentence Variety: Long and Short Sentences
- Prepositional Phrases
- Agreement: Subject-Verb, Noun/Pronoun
- Eliminate double negatives
- Correct form of Adjectives & Adverbs

#### Spelling
- Frequently Used Words
- Homophones

#### Grammar
- Parts of a Sentence Subject, Predicate Prepositional Phrase
- Handwriting Legible Cursive
- Keyboarding