GRADE FOUR ELA
MARKING PERIOD 4

Key Terms for Students		**Genres**	**Key to Essential Components of Reading:**
Tone Conclusions Supporting Details	Text Features Main Idea	Informational Narrative (Imaginative <u>or</u> personal <u>or</u> poetry	**PA** Phonemic Awareness **P** Phonics **V** Vocabulary Development **F** Fluency **C** Comprehension Strategies

	PERFORMANCE INDICATORS	RESOURCES	ASSESSMENTS
READING			
Strategic Actions **<u>Thinking Within Text</u>** *Searching for and Using Information*	• **(C)** Define the characteristics of different genres, with assistance.	HQ4 Continuum Lit. and Informational	Conferring Notes Reading Responses
	• **(C)** Identify literary elements such as setting, plot, and character of different genres, with assistance.	HQ4 Continuum Lit. and Informational	Conferring Notes Reading Responses
	• Recognize and use organizational features, such as table of contents, indexes, page numbers, and chapter headings/subheading, to locate information and understand and interpret informational texts.	HQ4 Continuum Lit. and Informational	Conferring Notes Reading Responses
	• Use specific evidence from stories to identify themes, describe characters, their actions and their motivations, and relate a sequence of events.	HQ4 Continuum Lit. and Informational	Conferring Notes Reading Responses Graphic Organizer - Character
Summarizing	• **(C)** State a main idea and support it with details from the text.	HQ4 Continuum Lit. and Informational	Conferring Notes Reading Responses Graphic Organizer – Web
Maintaining Fluency	• **(F,P)** Sight-read automatically high-	HQ4	Conferring Notes

	frequency words and irregularly spelled content words.	Continuum Lit. and Informational	Reading Responses
	• Read with confidence from a variety of grade-level texts with appropriate speed, accuracy, and expression.	HQ4 Continuum Lit. and Informational	Conferring Notes Reading Responses
Solving Words	• **(P)** Identify unfamiliar words using syntactic (grammar) cues.	HQ4 Continuum Lit. and Informational Hand Book (Word Study)	Conferring Notes Reading Responses
	• **(V)** Identify unfamiliar words using semantic (meaning) cues.	HQ4 Continuum Lit. and Informational Hand Book (Word Study)	Conferring Notes Reading Responses
	• **(PA)** Use knowledge of letter-sound correspondence to blend sounds when reading unfamiliar but decodable words.	HQ4 Continuum Lit. and Informational Hand Book (Word Study)	Conferring Notes Reading Responses
	• **(P)** Use decoding strategies (e.g., knowledge of syllable patterns, decoding by analogy and word structure) to read unfamiliar words.	HQ4 Continuum Lit. and Informational Hand Book (Word Study)	Conferring Notes Reading Responses
	• **(C)** Integrate sources of information when word reading to decode and cross-check.	HQ4 Continuum Lit. and Informational Hand Book (Word Study)	Conferring Notes Reading Responses
	• **(P,V)** Use word structure such as roots, prefixes, and suffixes to determine meaning.	HQ4 Continuum Lit. and Informational Hand Book (Word Study)	Conferring Notes Reading Responses
	• **(V)** Learn grade-level vocabulary through a variety of means.	HQ4 Continuum	Conferring Notes Reading Responses

		Lit. and Informational Hand Book (Word Study)	
	• **(V)** Use prior knowledge and experience to order to understand ideas and vocabulary found in books.	HQ4 Continuum Lit. and Informational Hand Book (Word Study)	Conferring Notes Reading Responses
	• **(V)** Acquire new vocabulary by reading books and other print resources.	HQ4 Continuum Lit. and Informational Hand Book (Word Study)	Conferring Notes Reading Responses
Monitoring & Correcting	• **(C)** Use self-monitoring strategies such as rereading, attending to vocabulary, and crosschecking to determine meaning.	HQ4 Continuum Lit. and Informational	Running Records Conferring Notes
	• **(V,C)** Apply self-monitoring and self-correcting strategies for accurate language production and oral presentation using established criteria, such as starting over, rephrasing, and exploring alternative ways of saying things.	HQ4 Continuum Lit. and Informational	Running Records Conferring Notes
Thinking Beyond Text			
Predicting	• **(C)** Make predictions, draw conclusions, and make inferences about events and characters.	HQ4 Continuum Lit. and Informational	Conferring Notes Reading Responses
Making Connections	• Relate the setting, plot and characters in lit. to own lives.	HQ4 Continuum Lit. and Informational	Conferring Notes Reading Responses
Inferring	• **(C)** Make predictions, draw conclusions, and make inferences about events and characters.	HQ4 Continuum Lit. and Informational	Reading Response Journal Conferring Notes Running Records
	• **(C)** Recognize the theme or message of a	HQ4	Reading Response Journal

	text.	Continuum Lit. and Informational	Conferring Notes Running Records
	• **(V,C)** Apply learning strategies to comprehend and make inferences about literature and produce literary responses, such as context clues and cognates.	HQ4 Continuum Lit. and Informational	Readers Response Conferring Notes Running Records
<u>Thinking About Text</u>			
Analyzing	• **(C)** State a point of view and support it with details from the text.	HQ4 Continuum Lit. and Informational	Readers Response Conferring Notes Running Records Graphic Organizer - Web
	• **(C)** Identify cultural influences in texts and performances.	HQ4 Continuum Lit. and Informational	Readers Response Conferring Notes Running Records
	• **(C,V)** Use knowledge of story structure, story elements, and key vocabulary to interpret stories.	HQ4 Continuum Lit. and Informational	Readers Response Conferring Notes Running Records
	• **(C)** Analyze ideas and information on the basis of prior knowledge and personal experience.	HQ4 Continuum Lit. and Informational	Readers Response Conferring Notes Running Records
	• **(C)** Respect the age, gender, position, and cultural traditions of the writer.	HQ4 Continuum Lit. and Informational	Readers Response Conferring Notes Running Records
	• **(V,C)** Recognize and explain how structural features affect readers' and listeners' understanding and appreciation of text.	HQ4 Continuum Lit. and Informational	Readers Response Conferring Notes Running Records
	• Recognize how the author uses literary devices, such as simile, metaphor, and	HQ4 Continuum	Readers Response Conferring Notes

	personification to create meaning, with assistance.	Lit. and Informational	Running Records
	• Compare and contrast characters, plot, and setting in literary works.	HQ4 Continuum Lit. and Informational	Readers Response Conferring Notes Running Records
	• Use personal experiences and knowledge to analyze and evaluate new ideas.	HQ4 Continuum Lit. and Informational	Readers Response Conferring Notes Running Records
Critiquing	• Evaluate the content by identify statement of fact, opinion, and exaggeration, with assistance.	HQ4 Continuum Lit. and Informational	Readers Response Conferring Notes Running Records
	• **(C)** Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance, a central idea and supporting details and missing and unclear information.	HQ4 Continuum Lit. and Informational	Readers Response Conferring Notes Running Records
	• **(V,C)** Show interest in a wide range of grade-level texts, both literary and informational.	HQ4 Continuum Lit. and Informational	Book Log
WRITING *Organization* *Idea Development* *Language Use* *Word Choice* *Voice*	• Write original literary texts that use vivid and playful language.	HQ4 Continuum Lit. and Informational	Writer's Notebook Writing Samples Middletown Writing Rubric
	• Write original literary texts that use dialogue to create short plays.	HQ4 Continuum Lit. and Informational	Writer's Notebook Writing Samples Middletown Writing Rubric
	• Support interpretations and explanations with evidence from text.	HQ4 Continuum Lit. and Informational	Writer's Notebook Writing Samples Middletown Writing Rubric
	• Use details from stories or informational	HQ4	Writer's Notebook

	texts to predict, explain, or show relationships between information and events.	Continuum Lit. and Informational	Writing Samples Middletown Writing Rubric Venn Diagram
	• Respect the age, gender, positions, and cultural traditions of the recipient.	HQ4 Continuum Lit. and Informational	Writer's Notebook Writing Samples Middletown Writing Rubric
	• Develop ideas by writing sentences that are in logical order and organized into paragraphs.	HQ4 Continuum Lit. and Informational	Writer's Notebook Writing Samples Middletown Writing Rubric
	• State a main idea, theme, or opinion and provide supporting details.	HQ4 Continuum Lit. and Informational	Writer's Notebook Writing Samples Middletown Writing Rubric Pre-Writing Web
	• Use relevant examples, reasons, and explanations to support ideas.	HQ4 Continuum Lit. and Informational	Writer's Notebook Writing Samples Middletown Writing Rubric
	• Explain actions, choices, and decisions in social and academic situations.	HQ4 Continuum Lit. and Informational	Writer's Notebook Writing Samples Middletown Writing Rubric
	• Vary the tone, vocabulary, and sentence structure according to the audience and purpose of writing.	HQ4 Continuum Lit. and Informational	Writer's Notebook Writing Samples Middletown Writing Rubric
	• Recognize cross-cultural experiences and ideas, and connect with those of others.	HQ4 Continuum Lit. and Informational	Writer's Notebook Writing Samples Middletown Writing Rubric
	• Apply self-monitoring and self-correcting strategies for accurate language production in written presentation, using established criteria for effective	HQ4 Continuum Lit. and Informational	Writer's Notebook Writing Samples Middletown Writing Rubric

	presentation, such as exploring alternative ways of saying things.		
	• Use grade-level vocabulary and varied sentence structure.	HQ4 Continuum Lit. and Informational	Writer's Notebook Writing Samples Middletown Writing Rubric
	• Develop a personal voice that enables the reader to get to know the writer.	HQ4 Continuum Lit. and Informational	Writer's Notebook Writing Samples Middletown Writing Rubric
	• Take notes to record data, facts, and ideas both by following teacher direction and by writing independently.	HQ4 Continuum Lit. and Informational	Writer's Notebook Writing Samples Graphic Organizer Web or T-Chart
	• Review writing independently in order to edit for the correct use of grade-appropriate spelling, punctuation, capitalization, and verb tense.	HQ4 Continuum Lit. and Informational	Writer's Notebook Writing Samples Middletown Writing Rubric
	• Apply learning strategies to comprehend and make inferences about literature and produce literary responses, such as context clues and cognates.	HQ4 Continuum Lit. and Informational	Writer's Notebook Writing Samples Middletown Writing Rubric
LISTENING & SPEAKING *Listening & Understanding* *Social Interaction* *Extended Discussion* *Content*	• Express an opinion about school and community issues.	HQ4 Continuum Lit. and Informational	Oral Response Oral Retelling Observational Checklist or Rubric
	• Listen attentively and respond appropriately to books read aloud.	HQ4 Continuum Lit. and Informational	Oral Response Oral Retelling Observational Checklist or Rubric
	• Listen attentively for different purposes and for an extended period of time.	HQ4 Continuum Lit. and Informational	Oral Response Oral Retelling Observational Checklist or Rubric
	• Identify and use reading and listening	HQ4	Oral Response

	strategies, such as cognates, to make text comprehensible.	Continuum Lit. and Informational	Oral Retelling Observational Checklist or Rubric
	• Apply self-monitoring and self-corrective strategies while reading, viewing, discussing, listening to, or producing literary texts and essays.	HQ4 Continuum Lit. and Informational	Oral Response Oral Retelling Observational Checklist or Rubric
	• Ask clarifying questions.	HQ4 Continuum Lit. and Informational	Oral Response Oral Retelling Observational Checklist or Rubric
	• Respond appropriately to what is heard.	HQ4 Continuum Lit. and Informational	Oral Response Oral Retelling Observational Checklist or Rubric
	• Listen respectfully, and without interrupting, when others speak.	HQ4 Continuum Lit. and Informational	Oral Response Oral Retelling Observational Checklist or Rubric
	• Respect the age, gender, position, and culture of the speaker.	HQ4 Continuum Lit. and Informational	Oral Response Oral Retelling Observational Checklist or Rubric
	• Listen for the tone of voice and content that signal friendly communication.	HQ4 Continuum Lit. and Informational	Oral Response Oral Retelling Observational Checklist or Rubric
	• Respect the age, gender, position, and cultural traditions of the listener when speaking.	HQ4 Continuum Lit. and Informational	Oral Response Oral Retelling Observational Checklist or Rubric
	• Use the rules of conversation, such as avoid interrupting, taking turns in a group, and respond respectfully.	HQ4 Continuum Lit. and Informational	Oral Response Oral Retelling Observational Checklist or Rubric
	• Identify information that is implicit, rather	HQ4	Oral Response

	than stated, with assistance.	Continuum Lit. and Informational	Oral Retelling Observational Checklist or Rubric
	• Apply learning strategies to comprehend and make inferences about literature and produce literary responses, such as context clues and cognates.	HQ4 Continuum Lit. and Informational	Oral Response Oral Retelling Observational Checklist or Rubric
	• Recognize and explain how structural features affect readers' and listeners' understanding and appreciation of text.	HQ4 Continuum Lit. and Informational	Oral Response Oral Retelling Observational Checklist or Rubric
	• Include details that are relevant for the audience.	HQ4 Continuum Lit. and Informational	Oral Response Oral Retelling Observational Checklist or Rubric
	• Make inferences and draw conclusions.	HQ4 Continuum Lit. and Informational	Oral Response Oral Retelling Observational Checklist or Rubric
	• Discuss the impact of vocabulary, format, illustrations, and titles in evaluating ideas, information, and experiences.	HQ4 Continuum Lit. and Informational	Oral Response Oral Retelling Observational Checklist or Rubric
	• Apply self-monitoring and self-correcting strategies while reading, viewing, discussing, listening to, or producing literary texts and essays.	HQ4 Continuum Lit. and Informational	Oral Response Oral Retelling Observational Checklist or Rubric
	• Recognize and explain how structural features affect readers' and listeners' understanding and appreciation of text.	HQ4 Continuum Lit. and Informational	Oral Response Oral Retelling Observational Checklist or Rubric
	• Apply self-monitoring and self-correcting strategies using established criteria for effective oral and written presentation and standards for a particular genre (e.g.,	HQ4 Continuum Lit. and Informational	Oral Response Oral Retelling Observational Checklist or Rubric

	debate, speech) to adjust presentation and language production to effectively express opinions and evaluations.		
	• Explain actions, choices, and decisions in social and academic situations.	HQ4 Continuum Lit. and Informational	Oral Response Oral Retelling Observational Checklist or Rubric
	• Distinguish between information in media texts, such as live news coverage, and in fictional material, such as dramatic productions.	HQ4 Continuum Lit. and Informational	Oral Response Oral Retelling Observational Checklist or Rubric

GRADE FOUR ELA
MARKING PERIOD 4

HQ4	Literature & Informational	Compass Learning & Science Resources
– I Have Heard of a Land – Wagon Wheels – Paul Bunyan and Babe the Blue Ox – County Fair – Fly Traps! Plants That Bite Back – The Food On Your Plate – The Down and Up Fall – Zoo-ology	– Brown Honey in Broomwheat – Going West – Beautiful Land: A Story of the Oklahoma Land Rush – Frontier Home – Heartland – Davy Crocket: Young Pioneer – American Tall Tales – The Cabin Faced West – Twenty-Two Splendid Tales to Tell from Around the World – The Money Tree – Trees and Plants in the Rain Forest – Carnivorous Plants – Flute's Journey – Why Do Leaves Change Color? – One Day in the Tropical Rain Forest – A Llama in the Family – Skinnybones – Ever-Clever Elisa	CL: Heroes (character, adjectives, simile, writing) CL: Poetry (inference, metaphor, root words, prefix, suffix) CL: Live Odyssey Link S: Main Ideas and Details – Chapter 19 "Effects of Technology" S: Cause and Effect – Chapter 17 "Earth's Cycles" S: Draw Conclusions – Chapter 14 "Sound and Light"