GRADE FOUR ELA
MARKING PERIOD 3

Key Terms for Students		**Genres**	**Key to Essential Components of Reading:**
Literary Devices Persuade	Dialogue	Opinion Informational	**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*	• Identify missing information and irrelevant information, with assistance.	Lit. & Informational HQ3 Continuum	Benchmark Assessments Conferring Notes Reading Responses
	• **(C)** Define the characteristics of different genres, with assistance.	Lit. & Informational HQ3 Continuum	Benchmark Assessments Conferring Notes Reading Responses
	• **(C)** Identify literary elements such as setting, plot, and character of different genres, with assistance.	Lit. & Informational HQ3 Continuum	Benchmark Assessments Conferring Notes Reading Responses Graphic Organizer - Story Map
	• 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.	Lit. & Informational HQ3 Continuum	Benchmark Assessments Conferring Notes Reading Responses
Summarizing	• **(C)** State a main idea and support it with details from the text.	Lit. & Informational HQ3 Continuum	Benchmark Assessments Conferring Notes Reading Responses

			Graphic Organizer - Main Idea
Maintaining Fluency	• **(F,P)** Sight-read automatically high-frequency words and irregularly spelled content words.	Lit. & Informational HQ3 Continuum	Benchmark Assessments Conferring Notes Reading Responses
Solving Words	• **(P)** Identify unfamiliar words using syntactic (grammar) cues.	Lit. & Informational HQ3 Continuum Handbook (Word Study)	Benchmark Assessments Conferring Notes Reading Responses
	• **(V)** Identify unfamiliar words using semantic (meaning) cues.	Lit. & Informational HQ3 Continuum Handbook (Word Study)	Benchmark Assessments Conferring Notes Reading Responses
	• **(PA)** Use knowledge of letter-sound correspondence to blend sounds when reading unfamiliar but decodable words.	Lit. & Informational HQ3 Continuum Handbook (Word Study)	Benchmark Assessments Conferring Notes Reading Responses
	• **(P)** Use decoding strategies (e.g., knowledge of syllable patterns, decoding by analogy and word structure) to read unfamiliar words.	Lit. & Informational HQ3 Continuum Handbook (Word Study)	Benchmark Assessments Conferring Notes Reading Responses
	• **(C)** Integrate sources of information when word reading to decode and cross-check.	Lit. & Informational HQ3 Continuum	Benchmark Assessments Conferring Notes Reading Responses
	• **(P,V)** Use word structure such as roots, prefixes, and suffixes to determine meaning.	Lit. & Informational HQ3 Continuum Handbook (Word Study)	Benchmark Assessments Conferring Notes Reading Responses
	• **(V)** Learn grade-level vocabulary through a variety of means.	Lit. & Informational HQ3 Continuum	Benchmark Assessments Conferring Notes Reading Responses

		Handbook (Word Study)	
	• **(V)** Use prior knowledge and experience to order to understand ideas and vocabulary found in books.	Lit. & Informational HQ3 Continuum Handbook (Word Study)	Benchmark Assessments Conferring Notes Reading Responses
	• **(V)** Acquire new vocabulary by reading books and other print resources.	Lit. & Informational HQ3 Continuum Handbook (Word Study)	Benchmark Assessments Conferring Notes Reading Responses Book Log
Monitoring & Correcting	• **(C)** Use self-monitoring strategies such as rereading, attending to vocabulary, and crosschecking to determine meaning.	Lit. & Informational HQ3 Continuum	Benchmark Assessments Conferring Notes Reading Responses 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.	Lit. & Informational HQ3 Continuum	Benchmark Assessments Conferring Notes Reading Responses Running Records Conferring Notes
Adjusting	• **(V,F,C)** Identify and use reading and listening strategies, such as cognates, to make text comprehensible.	Lit. & Informational HQ3 Continuum	Benchmark Assessments Conferring Notes Reading Responses
<u>Thinking Beyond Text</u>			
Predicting	• **(C)** Make predictions, draw conclusions, and make inferences about events and characters.	Lit. & Informational HQ3 Continuum	Benchmark Assessments Conferring Notes Reading Responses
Making Connections	• Relate the setting, plot, and characters in lit. to own lives.	Lit. & Informational HQ3 Continuum	Benchmark Assessments Conferring Notes

			Reading Responses
Inferring	• **(C)** Make predictions, draw conclusions, and make inferences about events and characters.	Lit. & Informational HQ3 Continuum	Benchmark Assessments Conferring Notes Reading Responses Reading Response Journal
	• **(C)** Recognize the theme or message of a text.	Lit. & Informational HQ3 Continuum	Benchmark Assessments Conferring Notes Reading Responses Reading Response Journal
	• **(V,C)** Apply learning strategies to comprehend and make inferences about literature and produce literary responses, such as context clues and cognates.	Lit. & Informational HQ3 Continuum	Benchmark Assessments Conferring Notes Reading Responses Reading Response Journal
Thinking About Text			
Analyzing	• Recognize how language and illustrations are used to persuade in printed and filmed advertisements and in texts, such as letters to the editor.	Lit. & Informational HQ3 Continuum	Benchmark Assessments Conferring Notes Reading Responses
	• Use text structure to recognize differences among a variety of texts.	Lit. & Informational HQ3 Continuum	Benchmark Assessments Conferring Notes Reading Responses
	• **(C)** State a point of view and support it with details from the text.	Lit. & Informational HQ3 Continuum	Benchmark Assessments Conferring Notes Reading Responses Graphic Organizer Web
	• **(C)** Identify cultural influences in texts and performances.	Lit. & Informational HQ3 Continuum	Benchmark Assessments Conferring Notes Reading Responses

	• **(C,V)** Use knowledge of story structure, story elements, and key vocabulary to interpret stories.	Lit. & Informational HQ3 Continuum	Benchmark Assessments Conferring Notes Reading Responses Graphic Organizer – Story Map
	• **(C)** Analyze ideas and information on the basis of prior knowledge and personal experience.	Lit. & Informational HQ3 Continuum	Benchmark Assessments Conferring Notes Reading Responses
	• **(C)** Respect the age, gender, position, and cultural traditions of the writer.	Lit. & Informational HQ3 Continuum	Benchmark Assessments Conferring Notes Reading Responses
	• **(V,C)** Recognize and explain how structural features affect readers' and listeners' understanding and appreciation of text.	Lit. & Informational HQ3 Continuum	Benchmark Assessments Conferring Notes Reading Responses
Critiquing	• Evaluate the content by identify statement of fact, opinion, and exaggeration, with assistance.	Lit. & Informational HQ3 Continuum	Benchmark Assessments Conferring Notes Reading Responses
	• Evaluate the content by identifying the author's purpose.	Lit. & Informational HQ3 Continuum	Benchmark Assessments Conferring Notes Reading Responses
	• **(C)** Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance, a central idea and supporting details and missing and unclear information.	Lit. & Informational HQ3 Continuum	Benchmark Assessments Conferring Notes Reading Responses
	• **(V,C)** Show interest in a wide range of grade-level texts, both literary and informational.	Lit. & Informational HQ3 Continuum	Benchmark Assessments Conferring Notes Reading Responses
WRITING	• Use effective vocabulary in persuasive	Lit. & Informational	Writing Samples

Organization *Idea Development* *Language Use* *Word Choice* *Voice* *Mechanics*	and expository writing.	HQ3 Science	Writer's Notebook Middletown Writing Rubric
	• State a main idea, theme, or opinion and provide supporting details.	Lit. & Informational HQ3 Science	Writing Samples Writer's Notebook Middletown Writing Rubric Graphic Organizer – Discussion Ladder
	• Use relevant examples, reasons, and explanations to support ideas.	Lit. & Informational HQ3 Science	Writing Samples Writer's Notebook Middletown Writing Rubric Graphic Organizer – Discussion Ladder
	• Express opinions and make judgments that demonstrate a personal point of view.	Lit. & Informational HQ3 Science	Writing Samples Writer's Notebook Middletown Writing Rubric Graphic Organizer – Discussion Ladder
	• Write labels and captions for graphics to convey information, with assistance.	Lit. & Informational HQ3 Science	Writing Samples Writer's Notebook Middletown Writing Rubric
	• Write original literary texts that use vivid and playful language.	Lit. & Informational HQ3 Science	Writing Samples Writer's Notebook Middletown Writing Rubric
	• Writing for critical analysis, interpretation, and evaluation.	Lit. & Informational HQ3 Science	Writing Samples Writer's Notebook Middletown Writing Rubric
	• Support interpretations and explanations with evidence from text.	Lit. & Informational HQ3 Science	Writing Samples Writer's Notebook Middletown Writing Rubric

	• Use personal experiences and knowledge to analyze and evaluate new ideas.	Lit. & Informational HQ3 Science	Writing Samples Writer's Notebook Middletown Writing Rubric
	• Respect the age, gender, positions, and cultural traditions of the recipient.	Lit. & Informational HQ3 Science	Writing Samples Writer's Notebook Middletown Writing Rubric
	• Use ideas from two or more sources of information to generalize about causes, effects, or other relationships.	Lit. & Informational HQ3 Science	Writing Samples Writer's Notebook Middletown Writing Rubric Graphic Organizer – 3 Way Venn Diagram
	• Develop ideas by writing sentences that are in logical order and organized into paragraphs.	Lit. & Informational HQ3 Science	Writing Samples Writer's Notebook Middletown Writing Rubric
	• Explain actions, choices, and decisions in social and academic situations.	Lit. & Informational HQ3 Science	Writing Samples Writer's Notebook Middletown Writing Rubric
	• Use grade-level vocabulary and varied sentence structure.	Lit. & Informational HQ3 Science	Writing Samples Writer's Notebook Middletown Writing Rubric
	• Vary the tone, vocabulary, and sentence structure according to the audience and purpose of writing.	Lit. & Informational HQ3 Science	Writing Samples Writer's Notebook Middletown Writing Rubric
	• Apply self-monitoring and self-correcting strategies for accurate language production in written presentation, using established criteria for effective presentation, such as exploring alternative ways of saying things.	Lit. & Informational HQ3 Science	Writing Samples Writer's Notebook Middletown Writing 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., debate, speech) to adjust presentation and language production to effectively express opinions and evaluations.	Lit. & Informational HQ3 Science	Writing Samples Writer's Notebook Middletown Writing Rubric
	• Use grade-level vocabulary and varied sentence structure.	Lit. & Informational HQ3 Continuum	Writing Samples Writer's Notebook Middletown Writing Rubric
	• Develop a personal voice that enables the reader to get to know the writer.	Lit. & Informational HQ3 Continuum	Writing Samples Writer's Notebook Middletown Writing Rubric
	• Review writing independently in order to edit for the correct use of grade-appropriate spelling, punctuation, capitalization, and verb tense.	Lit. & Informational HQ3 Continuum	Writing Samples Writer's Notebook Middletown Writing Rubric
LISTENING & SPEAKING *Listening & Understanding Ideas & Content*	• Present a short oral report, using a variety of sources.	Lit. & Informational HQ3 Continuum	Oral Response Oral Retelling Observational Checklist or Rubric
	• Express an opinion about school and community issues.	Lit. & Informational HQ3 Continuum	Oral Response Oral Retelling Observational Checklist or Rubric
	• Express an opinion about the accuracy of the content of literary words, editorials, reviews, and advertisements supported by the text.	Lit. & Informational HQ3 Continuum	Oral Response Oral Retelling Observational Checklist or Rubric
	• Ask questions to clarify and interpret literary texts and performances, and respond to the questions of classmates.	Lit. & Informational HQ3 Continuum	Oral Response Oral Retelling Observational Checklist or Rubric

	• Listen attentively and respond appropriately to books read aloud.	Lit. & Informational HQ3 Continuum	Oral Response Oral Retelling Observational Checklist or Rubric
	• Listen attentively for different purposes and for an extended period of time.	Lit. & Informational HQ3 Continuum	Oral Response 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.	Lit. & Informational HQ3 Continuum	Oral Response Oral Retelling Observational Checklist or Rubric
	• Ask clarifying questions.	Lit. & Informational HQ3 Continuum	Oral Response Oral Retelling Observational Checklist or Rubric
	• Explain a line of reasoning.	Lit. & Informational HQ3 Continuum	Oral Response Oral Retelling Observational Checklist or Rubric
	• Identify information that is implicit, rather than stated, with assistance.	Lit. & Informational HQ3 Continuum	Oral Response Oral Retelling Observational Checklist or Rubric
	• Distinguish between fact and opinion.	Lit. & Informational HQ3 Continuum	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.	Lit. & Informational HQ3 Continuum	Oral Response Oral Retelling Observational Checklist or Rubric
	• Recognize the perspective of others.	Lit. & Informational HQ3 Continuum	Oral Response Oral Retelling Observational Checklist or Rubric

	• Respond appropriately to what is heard.	Lit. & Informational HQ3 Continuum	Oral Response Oral Retelling Observational Checklist or Rubric
	• Listen respectfully, and without interrupting, when others speak.	Lit. & Informational HQ3 Continuum	Oral Response Oral Retelling Observational Checklist or Rubric
	• Respect the age, gender, position, and culture of the speaker.	Lit. & Informational HQ3 Continuum	Oral Response Oral Retelling Observational Checklist or Rubric
	• Listen for the tone of voice and content that signal friendly communication.	Lit. & Informational HQ3 Continuum	Oral Response Oral Retelling Observational Checklist or Rubric
	• Recognize cross-cultural experiences and ideas, and connect with those of others.	Lit. & Informational HQ3 Continuum	Oral Response Oral Retelling Observational Checklist or Rubric
	• Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately.	Lit. & Informational HQ3 Continuum	Oral Response Oral Retelling Observational Checklist or Rubric
	• Respect the age, gender, position, and cultural traditions of the listener when speaking.	Lit. & Informational HQ3 Continuum	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.	Lit. & Informational HQ3 Continuum	Oral Response Oral Retelling Observational Checklist or Rubric
	• Distinguish between fact and opinion.	Lit. & Informational HQ3 Continuum	Oral Response Oral Retelling Observational Checklist or Rubric

	• Discuss the impact of vocabulary, format, illustrations, and titles in evaluating ideas, information, and experiences.	Lit. & Informational HQ3 Continuum	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.	Lit. & Informational HQ3 Continuum	Oral Response 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.	Lit. & Informational HQ3 Continuum	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., debate, speech) to adjust presentation and language production to effectively express opinions and evaluations.	Lit. & Informational HQ3 Continuum	Oral Response Oral Retelling Observational Checklist or Rubric
	• Explain actions, choices, and decisions in social and academic situations.	Lit. & Informational HQ3 Continuum	Oral Response Oral Retelling Observational Checklist or Rubric
	• Speaks loudly enough to be heard by the audience.	Lit. & Informational HQ3 Continuum	Oral Response Oral Retelling Observational Checklist or Rubric
	• Apply self-monitoring and self-correcting strategies for accurate language production and oral written presentation, using established criteria for effective presentation of information, such as starting over, rephrasing, and exploring alternative ways of saying things.	Lit. & Informational HQ3 Continuum	Oral Response Oral Retelling Observational Checklist or Rubric

GRADE FOUR ELA
MARKING PERIOD 3

HQ3	Literature & Informational		Compass Learning & Science Resources
- The Kids' Invention Book - Observe, Think, Try! - The Case of Pablo's Nose - The Case of The Red Bicycle - In the Days of King Adobe - Money, Money - Red Writing Hood - Read All About It - One Grain of Rice: A Mathematical Folktale - Numbers - Fire - Two Fridas - A Very Important Day - Big Town - Saguaro Cactus - Desert Night - Blue Willow - Time Keepers - In My Family - Party	- Snowflake Bentley - I Want to Be A Veterinarian - A Picture of Benjamin Franklin - Sammy, Dog Detective - Encyclopedia Brown, Boy Detective - The Time Machine and Other Cases - The Wise Old Woman - The Cow-Tail Switch and Other West African Stories - Anansi and the Talking Melon - Wolf By Cross - Little Red Riding Hood: A New Fangled Prairie Tale - The Stinky Cheese Man and Other Fairly Stupid Tales - The Empty Pot - What Food Is This? - Everybody Cooks Rice - In The Heart of the Village - Coming to America	- Desert Giant - Animals of the Desert by Savage - The Desert is Theirs - Andy and Tamika - Lunch Money and Other Poems About School - Thimble Summer - Going Home - Silent Observer - Fiesta Fireworks - Charro: The Mexican Cowboy - How Artists See People - Family Pictures - Fire! My Parents Story - I Want To Be A Firefighter - Fire Race: A Karuk Coyote Tale - Fire In Their Eyes - When Jesses Came Across The Sea - The Butterfly Seeds - The Statue of Liberty - Lights for Gita	S: Main Ideas and Details – Chapter 7 "Hurricanes and Tornadoes" S: Summarize – Chapter 16 "Simple Machines" S: Cause and Effect – Chapter 12 & 13 "Heat" "Electricity and Magnetism" S: Sequence – Chapter 15 "Objects in Motion" CL: Author's Purpose CL: Inventors (cause & effect, contractions, quoting, writing) CL: Theme and Main Idea (fiction) CL: Think Aloud – Poetry, State Simulation Assessment 3 CL: Live Odyssey Link