GRADE FOUR ELA
MARKING PERIOD 2

Key Terms for Students		**Genres**	**Key to Essential Components of Reading:**
Organization Pattern Time/Order Self-Monitoring Literacy Device Simile Cause/Effect Personification Compare/Contrast	Metaphor Labels/Captions Author's Purpose Conclusion Media Text Summarize Rhyme/Rhythm Inference	Narrative (Imaginative) 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 a main idea and supporting details in informational texts.	HQ2 Continuum Use graphic organizers to record significant details from informational text	Graphic Organizer Compass Learning Main Idea Reading Response Journal Guided Reading Notes
	• Use text features, such as captions, charts, tables, graphs, maps, notes, and other visuals, to understand and interpret informational texts.	HQ2 Continuum	Reading Response Journal Guided Reading Notes
	• **(C)** Define the characteristics of different genres, with assistance.	Lit. & Information Compass Learning	Graphic Organizer (T-Chart) Reading Response Journal
	• **(C)** Identify literary elements such as setting, plot, and character of different genres, with assistance.	Graphic Organizer	Graphic Organizer (Story Map) Reading Response Journal
Summarizing	• Identify a conclusion that summarizes the main idea.	Graphic Organizer (Somebody, Wanted, Because, But, So) Science Ch #5	Reader Response Journal Guided Reading Notes

	• **(C)** State a main idea and support it with details from the text.	Graphic Organizer for Main Idea	Graphic Organizer
Maintaining Fluency and Adjusting	• Read with confidence from a variety of grade-level texts with appropriate speed, accuracy, and expression.	HQ2 Literature and Informational Text Continuum Handbook (Word Study)	Independent Reading Conferring Notes Guided Reading Notes Running Records
	• **(F,P)** Sight-read automatically high-frequency words and irregularly spelled content words.	HQ2 Literature and Informational Text Continuum Handbook (Word Study)	Independent Reading Conferring Notes Guided Reading Notes Running Records
Solving Words	• **(P)** Identify unfamiliar words using syntactic (grammar) cues.	HQ2 Literature and Informational Text Continuum Handbook (Word Study)	Independent Reading Conferring Notes Guided Reading Notes Running Records
	• **(V)** Identify unfamiliar words using semantic (meaning) cues.	HQ2 Literature and Informational Text Continuum Handbook (Word Study)	Independent Reading Conferring Notes Guided Reading Notes Running Records
	• **(PA)** Use knowledge of letter-sound correspondence to blend sounds when reading unfamiliar but decodable words.	HQ2 Literature and Informational Text Continuum Handbook (Word Study)	Independent Reading Conferring Notes Guided Reading Notes Running Records
	• **(P)** Use decoding strategies (e.g., knowledge of syllable patterns, decoding by analogy and word structure) to read unfamiliar words.	HQ2 Literature and Informational Text Continuum Handbook (Word Study)	Independent Reading Conferring Notes Guided Reading Notes Running Records
	• **(C)** Integrate sources of information when word reading to decode and cross-check.	HQ2 Literature and Informational Text Continuum	Independent Reading Conferring Notes Guided Reading Notes

		Handbook (Word Study)	Running Records
	• **(P,V)** Use word structure such as roots, prefixes, and suffixes to determine meaning.	HQ2 Literature and Informational Text Continuum Handbook (Word Study)	Independent Reading Conferring Notes Guided Reading Notes Running Records
	• **(V)** Learn grade-level vocabulary through a variety of means.	HQ2 Literature and Informational Text Continuum Handbook (Word Study)	Independent Reading Conferring Notes Guided Reading Notes Running Records
	• **(V)** Use prior knowledge and experience to order to understand ideas and vocabulary found in books.	HQ2 Literature and Informational Text Continuum Handbook (Word Study)	Independent Reading Conferring Notes Guided Reading Notes Running Records
	• **(V)** Acquire new vocabulary by reading books and other print resources.	HQ2 Literature and Informational Text Continuum Handbook (Word Study)	Conference Notes Reader Response Journal
Monitoring & Correcting	• **(C)** Use self-monitoring strategies such as rereading, attending to vocabulary, and crosschecking to determine meaning.	HQ2 Literature and Informational Text Continuum Handbook (Word Study)	Conference Notes (What Strategies Did You Use?) Running Records
	• **(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.	HQ2 Literature and Informational Text Continuum Handbook (Word Study)	Guided Reading Notes Running Records
<u>Thinking Beyond Text</u> *Predicting*	• **(C)** Make predictions, draw conclusions, and make inferences about events and characters.	HQ2 Literature and Informational Text Continuum	T-Chart (Prediction/Outcome) Reading Response Journal

		Handbook (Word Study)	
Making Connections	• Relate the setting, plot and characters in lit. to own lives.	HQ2 Literature and Informational Text Continuum Handbook (Word Study)	Guided Reading Notes Reading Response Journal
	• Use prior knowledge and experience in order to understand ideas in books.	HQ2 Literature and Informational Text Continuum Handbook (Word Study) 3-Column Chart	Independent Reading Conferring Notes Guided Reading Notes
Inferring	• Make inferences and draw conclusions on the basis of information from the texts, with assistance.	HQ2 Literature and Informational Text Continuum Handbook (Word Study)	Guided Reading Notes Reading Response Journal Independent Reading Conferring Notes
	• **(C)** Make predictions, draw conclusions, and make inferences about events and characters.	HQ2 Literature and Informational Text Continuum Handbook (Word Study)	Running Records Guided Reading Notes Reader Response Journal
	• **(C)** Recognize the theme or message of a text.	HQ2 Literature and Informational Text Continuum Handbook (Word Study) Handbook (Interactive Read-Aloud)	Running Records 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.	HQ2 Literature and Informational Text Continuum Handbook (Word Study)	Independent Reading Conferring Notes Guided Reading Notes Observational Checklist
Synthesizing	• Recognize how new information is related to prior knowledge or experience.	HQ2 Literature and Informational Text Continuum Handbook (Word Study)	Independent Reading Conferring Notes Guided Reading Notes

			Observational Checklist Running Records
<u>Thinking About Text</u> *Analyzing*	• Use text structure to recognize differences among a variety of texts.	HQ2 Literature and Informational Text Continuum Handbook (Word Study)	Independent Reading Conferring Notes Guided Reading Notes Observational Checklist
	• **(C)** State a point of view and support it with details from the text.	HQ2 Literature and Informational Text Continuum Handbook (Word Study)	Independent Reading Conferring Notes Guided Reading Notes Observational Checklist Reading Response Journal
	• **(C,V)** Use knowledge of story structure, story elements, and key vocabulary to interpret stories.	HQ2 Literature and Informational Text Continuum Handbook (Word Study)	Independent Reading Conferring Notes Guided Reading Notes Observational Checklist Reading Response Journal
	• Compare and contrast characters, plot, and setting in literary works.	HQ2 Literature and Informational Text Continuum Handbook (Word Study) Graphic Organizer (Character Map)	Independent Reading Conferring Notes Guided Reading Notes Observational Checklist Reading Response Journal Graphic Organizer (Character Map)
	• **(C)** Analyze ideas and information on the basis of prior knowledge and personal experience.	HQ2 Literature and Informational Text Continuum Handbook (Word Study) Graphic Organizer (Compare/Contrast)	Independent Reading Conferring Notes Guided Reading Notes Observational Checklist Reading Response Journal Graphic Organizer (Compare/Contrast)

	• **(C)** Respect the age, gender, position, and cultural traditions of the writer.	HQ2 Literature and Informational Text Continuum Handbook (Word Study)	Independent Reading Conferring Notes Guided Reading Notes Observational Checklist Reading Response Journal
	• **(V,C)** Recognize and explain how structural features affect readers' and listeners' understanding and appreciation of text.	HQ2 Literature and Informational Text Continuum Handbook (Word Study) Graphic Organizer (Discussion Web)	Independent Reading Conferring Notes Guided Reading Notes Observational Checklist Reading Response Journal Graphic Organizer (Discussion Web)
Critiquing	• Evaluate the content by identifying whether events, actions, characters, and/or settings are realistic.	HQ2 Literature and Informational Text Continuum Handbook (Word Study)	Independent Reading Conferring Notes Guided Reading Notes Observational Checklist Reading Response Journal
	• Evaluate the content by identifying important and unimportant details.	HQ2 Literature and Informational Text Continuum Handbook (Word Study) 2-Column Chart	Independent Reading Conferring Notes Guided Reading Notes Observational Checklist Reading Response Journal
	• **(V,C)** Show interest in a wide range of grade-level texts, both literary and informational.	HQ2 Literature and Informational Text Continuum Handbook (Word Study)	Independent Reading Conferring Notes Guided Reading Notes Observational Checklist Reading Response Journal Book Log
WRITING **<u>Craft (Traits)</u>** *Organization*	• Write labels and captions for graphics to convey information, with assistance.	HQ2 Literature and Informational Text Continuum	Writing Samples

Idea Development *Language Use* *Word Choice* *Voice* *Convention*	• Write original literary texts that use vivid and playful language.	HQ2 Literature and Informational Text Continuum	Middletown Writing Rubric
	• Summarize the plot, with assistance.	HQ2 Literature and Informational Text Continuum Graphic Organizer	Middletown Writing Rubric
	• Draw a conclusion about the work, with assistance.	HQ2 Literature and Informational Text Continuum	Readers Response Journal
	• Analyze and evaluate the author's use of setting, plot, character, rhyme, rhythm, and language in written and visual text.	HQ2 Literature and Informational Text Continuum	Readers Response Journal Writing Samples
	• Use ideas from two or more sources of information to generalize about causes, effects, or other relationships.	HQ2 Literature and Informational Text Continuum	Writing Samples
	• Support interpretations and explanations with evidence from text.	HQ2 Literature and Informational Text Continuum	Readers Response Journal
	• Use personal experiences and knowledge to analyze and evaluate new ideas.	HQ2 Literature and Informational Text Continuum	Readers Response Journal
	• Compare and contrast ideas and information from at least two sources of information, with assistance.	HQ2 Literature and Informational Text Continuum	Graphic Organizer (Compare/Contrast)
	• Use details from short stories or informational texts to predict, explain, or show relationships between information and events.	HQ2 Literature and Informational Text Continuum	Readers Response Journal
	• Develop ideas by writing sentences that	HQ2	Independent Writing Conferring

	are in logical order and organized into paragraphs.	Literature and Informational Text Continuum	Notes Writing Samples Writer's Notebook Student Writing Samples Reading Response Journal
	• State a main idea and support it with details.	HQ2 Literature and Informational Text Continuum Graphic Organizer (Main Idea)	Student Writing Samples
	• State a main idea, theme, or opinion and provide supporting details.	HQ2 Literature and Informational Text Continuum Graphic Organizer (Main Idea)	Student Writing Samples
	• Use relevant examples, reasons, and explanations to support ideas.	HQ2 Literature and Informational Text Continuum	
	• Use grade-level vocabulary and varied sentence structure.	HQ2 Literature and Informational Text Continuum	Middletown Writing Rubric
	• Vary the tone, vocabulary, and sentence structure according to the audience and purpose of writing.	HQ2 Literature and Informational Text Continuum	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.	HQ2 Literature and Informational Text Continuum	Middletown Writing Rubric
	• Develop a personal voice that enables the reader to get to know the writer.	HQ2 Literature and Informational Text	Middletown Writing Rubric

		Continuum	
	• Take notes to record data, facts, and ideas both by following teacher direction and by writing independently.	HQ2 Literature and Informational Text Continuum	Middletown Writing Rubric
	• Review writing independently in order to edit for the correct use of grade-appropriate spelling, punctuation, capitalization, and verb tense.	HQ2 Literature and Informational Text Continuum Editing Checklist	Middletown Writing Rubric
LISTENING & SPEAKING			
Listening & Understanding *Social Interaction* *Extended Discussion* *Content*	• Ask questions to clarify and interpret literary texts and performances, and respond to the questions of classmates.	HQ2 Literature and Informational Text Continuum	Oral Response and Discussion
	• Listen attentively and respond appropriately to books read aloud.	HQ2 Literature and Informational Text Continuum	Readers Response Journal Guided Reading Notes
	• Listen attentively for different purposes and for an extended period of time.	HQ2 Literature and Informational Text Continuum	Oral Response and Discussion
	• Ask clarifying questions.	HQ2 Literature and Informational Text Continuum	Guided Reading Notes
	• Respond appropriately to what is heard.	HQ2 Literature and Informational Text Continuum	Oral Response and Discussion
	• Listen respectfully, and without interrupting, when others speak.	HQ2 Literature and Informational Text Continuum	Oral Response and Discussion
	• Respect the age, gender, position, and culture of the speaker.	HQ2 Literature and Informational Text Continuum	Oral Response and Discussion

	• Listen for the tone of voice and content that signal friendly communication.	HQ2 Literature and Informational Text Continuum	Oral Response and Discussion
	• Respect the age, gender, position, and cultural traditions of the listener when speaking.	HQ2 Literature and Informational Text Continuum	Oral Response
	• Use the rules of conversation, such as avoid interrupting, taking turns in a group, and respond respectfully.	HQ2 Literature and Informational Text Continuum	Oral Response
	• Recognize and explain how structural features affect readers' and listeners' understanding and appreciation of text.	HQ2 Literature and Informational Text Continuum	Oral Response to Text Guided Reading Notes Independent Conferring Notes
	• Identify a conclusion that summarizes the main idea.	HQ2 Literature and Informational Text Continuum	Oral Response to Text Guided Reading Notes
	• Identify a main idea, essential details, and supporting details.	HQ2 Literature and Informational Text Continuum	Oral Response to Text
	• Include details that are relevant for the audience.	HQ2 Literature and Informational Text Continuum	Oral Response to Text
	• Make inferences and draw conclusions.	HQ2 Literature and Informational Text Continuum	Oral Response to Text
	• Discuss the impact of vocabulary, format, illustrations, and titles in evaluating ideas, information, and experiences.	HQ2 Literature and Informational Text Continuum	Oral Response to Text
	• Present a short oral report, using a variety of sources, speak loudly enough to be heard by the audience, and use gestures appropriate to convey meaning.	HQ2 Literature and Informational Text Continuum	Observational Notes

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HQ2	Literature & Informational		Compass Learning & Science Resources
– The Baker's Neighbor – Can Do Kid – The Emperor and the Kite – Tea with Jam – Inside and Outside Together – Small but Brave! – Nights of the Pufflings – Bringing Back the Puffins – The Garden of Happiness – Green Tomatoes – How to Babysit an Orangutan – Sunshine Place – Kid Care – A Day with the Orangutans – Under One Roof – A Home On The Oregon Trail – Stealing Home – At Summer's End – Sister's Forever – The Cricket in Times Square – Going Places – Wolf Pack: Sounds and Signals – Oak Grove – Two Lands, One Heart – A Pen Pal In Vietnam – East Meets West – Allison – Look to the North: A Wolf Pup – A Place Called Home	– Wanda's Roses – In My Mommas Kitchen – Don't Read This Book Whatever You Do – More Poems About School – Market – If You're Not Hear, Please Raise Your Hand – City Green – Kites: Magic Wishes That Fly Up to the Sky – When I Am Old With You – Dragon Wings – Love as Strong as Ginger – Shibumi and the Kitemaker – Dream Catcher – Watching Water Birds – Wild Flamingos – Black Star, Bright Dawn – Puffins – MacLeod – Song of the Swallows – June 29, 1999 – Market! – Brooklyn Doesn't Rhyme – City Green – Tornado by Catherine Chambers – Snakes are Hunters by Hilary Milton – Postcards from Vietnam	– Komado Dragon: On Location – Desert Babies – Wanda's Roses – Animal Fact/Animal Fable – One Day in the Prairie – Journey by MacLachlan – Smoky Mountain Rose – Frontier Home – What You Know First – Cleaning House – Zinna and Dot – Storm in the Night – Biography of Jackie Robinson – Grandfather's Day – Go Fish – Bugs and Other Insects – Harry Cat's Pet Puppy – Chester Cricket's New Home – I Wish I Were a Butterfly – Can We Be Friends? – Dream Wolf – There's a Wolf in The Classroom – To the Top of the World – How My Parents Learned to Eat – Grandfather's Journey – A is for Asia – Arctic Babies – Walk With a Wolf	CL: Charts and Graphs CL: Famous Americans (non-fiction, summarizing, articles of speech, sentence fragments, writing) CL: Main Idea CL: Natural Disasters (non-fiction, compare and contrast, combining sentences, writing) CL: Synonyms and Antonyms CL: Prefixes and Suffixes CL: Think Aloud (fiction, State Simulation Assessment 2) CL: Live Odyssey Link S: Cause and Effect – Chapter 4 "Classifying Plants and Animals" S: Draw Conclusions – Chapter 5 "Changes in Ecosystems" S: Cause and Effect – Chapter 6 "Water Cycle and Weather" S: Main Ideas and Details – Chapter 7 "Hurricanes and Tornadoes"

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