

FLUENCY & MONITORING	FICTION	NONFICTION
<p>Students develop fluency through reading frequently and widely: self-selected and class texts, including content area selections. Rereading familiar texts for authentic purposes is a strategy for developing fluency.</p> <p style="text-align: center;">FLUENCY</p> <p>The student will read texts with fluency and accuracy.</p> <ul style="list-style-type: none"> • Use meaning clues, sentence structure and phonetic strategies to process words. • Apply word-analysis skills: knowledge of regular and irregular vowel patterns and consonant combinations. • Apply syllable knowledge to decode regular multisyllabic words. • Use punctuation indicators such as commas, periods, exclamation points, question marks, and apostrophes showing contraction and possession. • Apply knowledge of simple and compound sentence structure. • Indicate comprehension through pacing and rhythm. • Signify comprehension through phrasing. • Indicate comprehension through expression and intonation. • Read high frequency words automatically. <p>The student will read with sufficient accuracy and fluency to support comprehension.</p> <p style="text-align: center;">MONITORING COMPREHENSION The student will apply reading strategies to monitor comprehension throughout the reading process.</p> <p>Before Reading</p> <ul style="list-style-type: none"> • Preview and make predictions before reading. <p>During Reading</p> <ul style="list-style-type: none"> • Ask questions to confirm or refute predictions during reading. • Use context to confirm or self-correct word recognition and understanding. • Become aware of when understanding breaks down and reread to self-correct. • Generate questions to clarify meaning and help integrate new information with what they already know. <p>After Reading</p> <ul style="list-style-type: none"> • Summarize what was read. • Skim to locate details to answer questions. • Ask and answer questions. 	<p style="text-align: center;">COMPREHENSION</p> <p>4.5 The student will read and demonstrate comprehension of fictional text such as Realistic Fiction and Mystery</p> <p>f) Use knowledge of previously read genre to aid comprehension</p> <ul style="list-style-type: none"> • Characteristics/elements that distinguish fiction from nonfiction text. • Story elements: setting, characters, major events. • Genre elements/characteristics of mysteries and realistic fiction. <p>i) Make, confirm, and modify/revise predictions.</p> <ul style="list-style-type: none"> • Use details from their own experiences and knowledge that supports a prediction. • Identify information from the text that supports or contradicts a prediction. • Modify or revise predictions based on new information. <p>b) Make inferences to describe in depth a character, setting, or event drawing on specific details from the text, such as words, actions, or characters’ thoughts.</p> <ul style="list-style-type: none"> • Refer to details and examples in a text when explaining what it says explicitly, making inferences, & asking/answering questions: 5Ws + H • Describe and compare characters’ attributes (traits, motives, or feelings) and give evidence from the text as support. • Describe how setting contributes to the author’s purpose. • Demonstrate comprehension by locating details to answer “right there” and “think and search” questions. <p>c) Determine the main idea or theme of a story from the details in the text.</p> <p>e) Use supporting details in a story to identify the problem (conflict) and solution.</p> <p>d) Summarize by identifying and sequencing key events in the story.</p> <ul style="list-style-type: none"> • Explain how a character’s actions contribute to the sequence of events. <p>j) Identify cause and effect relationships.</p> <p>j) Determine the cause for a given effect.</p> <p>b) Describe how the choice of language, setting, characters, details, and other information contribute to the author’s purpose.</p> <p>a) Identify the author’s purpose: entertain, inform.</p>	<p style="text-align: center;">COMPREHENSION</p> <p>4.6 The student will continue to read a variety of nonfiction materials: Textbook, Articles, Picture Books, Leveled Readers, Informational Passages, Web pages.</p> <p>a) Use text structure, such as type, headings, and graphics to predict and categorize information in both print and digital texts.</p> <ul style="list-style-type: none"> • Use content features such as title, headings of sections and chapters, subheads, and captions under pictures and graphics. • Use features such as specialized type: boldface, italics, color. <p>b) Formulate a question that might be answered.</p> <ul style="list-style-type: none"> • Make a variety of connections with the text in order to aid comprehension: Text to Self, Text to Text, and Text to World <p>a) Understand how written text and accompanying illustrations connect to convey meaning. (Text to Graphics/Visuals).</p> <ul style="list-style-type: none"> • Connect written text with visually and graphically represented information such as charts, graphs, graphic organizers, timelines. • Connect written text with illustrations such as maps, diagrams, pictures, photographs. • Explain how visual and narrative information contribute to an understanding of the text. <p>d) Identify the main idea and supporting details.</p> <ul style="list-style-type: none"> • Explain how the main idea is supported by key details. <p>e) Summarize supporting details by sequencing events, using language that shows time, sequence, order of procedure.</p> <p>e) Summarize supporting details by categorizing and classifying them, using language that clarifies how they are organized in groupings.</p> <p>e) Summarize supporting details by using tools such as graphic organizers, outlines, and notes.</p> <p>f) Make inferences about text.</p> <ul style="list-style-type: none"> • Explain events, procedures, ideas, or concepts including what happened and why based on specific information in the text. <p>h) Distinguish between fact and opinion.</p> <p>i) Use prior knowledge and build additional background knowledge as context for new learning.</p> <p>c) Explain the author’s purpose: inform, persuade.</p>

VOCABULARY	WORD ANALYSIS	SPELLING																																			
<p>Students develop vocabulary through reading broadly at their independent level and through content area reading/study at instructional level: history, social sciences, mathematics, and science.</p> <p>4.4 The student will expand vocabulary when reading. Use knowledge about words, information within the text, background knowledge, and word resources to determine the meaning of general academic and content-specific words and phrases in fourth grade texts.</p> <p>a) Use context to clarify meaning of unfamiliar words, including the following types of context clues:</p> <ul style="list-style-type: none"> • Definition • Example • Restatement • Direct description • Synonym <p>b) Use knowledge of prefixes and suffixes to read and understand the meaning of words.</p> <ul style="list-style-type: none"> • Understand how an affix changes the meaning of a word. <p>b) Use knowledge of synonyms—words with similar meanings.</p> <p>c) Use word-reference materials and context to select the applicable definition of a word.</p> <ul style="list-style-type: none"> • Use a glossary. • Use a dictionary. <p>c) Use dictionary and glossary: use guide words, locate entry words, understand format.</p> <ul style="list-style-type: none"> • Use of alphabetical (A, B, C) order. • Use of parts of a dictionary entry. <p>c) Understand that words may have multiple meanings and use word-reference materials and context (sentence, paragraph & selection) to identify the applicable definition of a multiple meaning word.</p> <p>The student will understand and use the vocabulary of Grammar by the end of fourth grade.</p> <ul style="list-style-type: none"> • Noun • Preposition • Pronoun • Adjective • Verb • Adverb 	<p>Grade 4 does not have a specific word-analysis standard. However, it continues to be important to draw students' attention to word analysis skills. Houghton Mifflin identifies these skills within each Theme under the heading of "Structural Analysis/Vocabulary." The following skills are representative.</p> <p>The student will apply word-analysis skills to decode multisyllabic words.</p> <ul style="list-style-type: none"> • Apply knowledge of syllabication. • Apply knowledge of contractions. • Apply knowledge of compound words. • Apply knowledge of inflected endings such as -ed, -ing, -er, -est. • Understand the meaning of both singular and plural possessives. • Use background knowledge and context to understand the meaning of homophones. • Apply knowledge of roots to decode and understand the meaning of words with the same roots: for example: tele (telephone/ telegraph), rupt (disrupt/rupture), sign (signify/ significant), spect (inspect/spectacle), tract (tractor/traction). • Apply knowledge of prefixes and suffixes. <p>Students should develop a secure understanding of the following affixes. The chart provides the most common affixes based on Houghton Mifflin and released SOL tests. Underlined affixes were taught in 3rd grade and need to be strengthened.</p> <p>Teachers may choose when to teach and reinforce prefixes and suffixes as on-going instruction throughout the school year and are not limited to the affixes below.</p> <table border="1" data-bbox="709 1292 1329 1555"> <thead> <tr> <th colspan="3">Suffixes</th> <th colspan="2">Prefixes</th> </tr> </thead> <tbody> <tr> <td>-ible</td> <td>-ion</td> <td>-er</td> <td>re-</td> <td>com-</td> </tr> <tr> <td>-ing</td> <td>-ment</td> <td>-or</td> <td>mis-</td> <td><u>un-</u></td> </tr> <tr> <td>-able</td> <td>-<u>er</u></td> <td>-ist</td> <td>ex-</td> <td><u>dis-</u></td> </tr> <tr> <td></td> <td>-<u>est</u></td> <td>-ness</td> <td>pre-</td> <td><u>non-</u></td> </tr> <tr> <td></td> <td>-<u>ful</u></td> <td>-ly</td> <td>con-</td> <td></td> </tr> <tr> <td></td> <td>-less</td> <td>-y</td> <td></td> <td></td> </tr> </tbody> </table>	Suffixes			Prefixes		-ible	-ion	-er	re-	com-	-ing	-ment	-or	mis-	<u>un-</u>	-able	- <u>er</u>	-ist	ex-	<u>dis-</u>		- <u>est</u>	-ness	pre-	<u>non-</u>		- <u>ful</u>	-ly	con-			-less	-y			<p>WORD STUDY</p> <p>Word Study based on <u>Words Their Way</u> and <u>Word Journeys</u> supports students at their developmental level and provides the opportunity for them to extend their knowledge of how words work. Students can be expected to work at the following patterns while in the identified grade.</p> <p>The student will apply word-analysis skills when reading.</p> <ul style="list-style-type: none"> • Kindergarten – Emergent/Letter Name • 1st Grade – Letter Name/Within Word Pattern • 2nd Grade – Within Word Pattern • 3rd Grade – Within Word Pattern/Syllables and Affixes • 4th Grade – Syllables and Affixes • 5th Grade – Syllables and Affixes <p>GRADE-LEVEL SPELLING TARGETS</p> <p>4.8 The student will edit writing for correct spelling.</p> <p>Short and Long Vowel Sounds</p> <p><u>Short a, e</u> <u>Long a</u> (aCe, ai, ay) <u>Long e</u> (ea, ee)</p> <p><u>Short i, o</u> <u>Long i</u> (iCe, igh, i) <u>Long o</u> (oCe, oa, ow, o)</p> <p><u>Short u</u> (u followed by consonant) <u>Long u</u> /yoo/ or Long oo sounds (uCe, ew, ue, ui)</p> <p>Diphthongs, L-controlled and Digraphs</p> <p><u>/ou/ or /ow/ sound</u> (ow, ou-followed by consonant)</p> <p><u>/ô/ or /aw/ sound</u> (aw, au-followed by consonant, a-followed by l)</p> <p><u>Long oo sound</u> as in food <u>Short oo sound</u> as in book</p> <p>R-controlled vowels</p> <p><u>Patterns:</u> ear, eer; ar; are, air <u>Patterns:</u> or, ore; ir, ur, ear, or; ure</p> <p>Homophones in HM Theme 1</p>
Suffixes			Prefixes																																		
-ible	-ion	-er	re-	com-																																	
-ing	-ment	-or	mis-	<u>un-</u>																																	
-able	- <u>er</u>	-ist	ex-	<u>dis-</u>																																	
	- <u>est</u>	-ness	pre-	<u>non-</u>																																	
	- <u>ful</u>	-ly	con-																																		
	-less	-y																																			

WRITING

4.7 The student will write cohesively for a variety of purposes: **Personal Narrative & Explanation**

Writing Goal for the 1st 9 weeks:

- Launch Writing Workshop.
- Build Writing Community.
- Learn the Writing Process/Routines for generating ideas, composing, revising, and editing a personal narrative.

Instruction: Writing workshop routines should be introduced and practiced using teacher-selected methods based on Calkins Units of Study: Launching the Writing Workshop or Being and Writer, Units 1-2.

Assessment: Students should understand how their work will be assessed and use rubrics to self-assess writing and workshop participation.

Publishing: Students should have access to technology, including the internet, to produce, edit, and publish writing.

Word Processing: Students are taught word processing skills so that they become competent using the keyboard to effortlessly record and save their thoughts and ideas. Students should apply the skills they have learned by having multiple and flexible opportunities to use their skills in both guided and independent practice, e.g., center time to practice skills using computer software, choice to draft using word processing during writing workshop time. **See Word Processing Skills Scope and Sequence.**

COMPOSITION

PREWRITING

- c) Use a variety of pre-writing strategies.
- Read texts by peers and professionals (mentor texts).
 - Use ideas from a class brainstormed list.
 - Use ideas from personal list of ideas.
 - Talk to classmates about writing.
 - Free-write on a focused topic.
 - Create a graphic organizer, e.g., thinking maps, idea web, sequence organizer

UNITY

- z) Connect ideas between sentences.
- Use pronoun for noun. (agreement in number and gender)
 - Uses general location words (e.g., *here* or *there*) for specific locations.
 - Uses synonyms for an earlier word.

4.7 The student will write cohesively for a variety of purposes: **Personal Narrative and Narrative Nonfiction: Explanation of a Process/How To**

COMPOSITION CONTINUED Students

should focus, organize, and elaborate to construct an effective, cohesive message for the reader. **FOCUS**

- b) Focus on one aspect of a topic/clear topic.
- d) Organize writing to convey a central idea; sequence events in narratives and explanations.
- Use transition words and phrases to manage the sequence of events—words indicating time such as *first, next, then, before, after, last, the next day, hours later.*
- e) Recognize different modes of writing have different patterns of organization: genre format for
- **Paragraph:** clear topic sentence focusing on the main idea, developing sentences and elimination of unrelated ideas/details/events.
 - **Explanation:** focused, sequenced, complete, accurate, clear, supported with visuals.
 - **Personal Narrative:** single meaningful event from own life that has led to learning or a change: strong opening, sequenced, and descriptive/sensory detail.

ELABORATION

- k) Include supporting details that elaborate the main idea.
- Include details that elaborate the main idea—add specific details: specific vocabulary, exact nouns, sensory details and language that help the reader imagine
 - Expand sentences adding descriptive language, phrases that tell where or when.

WRITTEN EXPRESSION

- i) Use elements of style, including word choice and sentence variation.
- Capture reader’s interest with the opening hook: unexpected statement, question, dialogue.
 - Vary sentence length and type, including prepositional phrases.
 - Avoid beginning sentences with the same word.
 - Use transition words and phrases for sentence variety.
 - Read writing orally to check for sentence rhythm.
- j) Revise writing for clarity of content using specific vocabulary and information.
- Use specific vocabulary to convey experiences/events.

EDITING

4.8 The student will edit writing for correct grammar, capitalization, punctuation, and spelling, sentence structure and paragraphing.

USAGE AND MECHANICS

CAPITALIZATION AND PUNCTUATION

- z) Apply all Grade 3 competencies.
- Use capital letter at beginning of sentences.
 - Use end punctuation: period, question mark, exclamation mark.
- h) Use apostrophe in contractions and singular possessive.
- e) Use commas in a series & dates.

SENTENCE STRUCTURE AND GRAMMAR

- b) Include prepositional phrases.
- z) Apply all Grade 3 competencies.
- Use complete sentences, including compound.
 - Use the word *I* in compound subjects.
 - Use past and present verb tense.

GRAMMAR END OF YEAR EXPECTATIONS

Identify the following parts of speech.

- Nouns, - Adjectives
- Pronouns - Adverbs
- Verbs - Prepositions

Identify the following parts of a sentence.

- Subject
- Predicate
- Prepositional phrase

SPELLING

- g) Use correct spelling for frequently used words, including common homonyms/homophones.

HANDWRITING

The student will write legibly in cursive and understand that legible handwriting is an important tool of written communication.

WORD PROCESSING

Focused instruction according to the Word Processing Skills Scope and Sequence.

FLUENCY & MONITORING	FICTION	NONFICTION
<p>Students develop fluency through reading frequently and widely: self-selected and class texts, including content area selections.</p> <p style="text-align: center;">FLUENCY</p> <p>The student will read texts with fluency and accuracy.</p> <p>j) Use meaning clues, text structure and phonetic strategies to process words.</p> <p>k) Apply word-analysis skills: knowledge of regular and irregular vowel patterns and consonant combinations.</p> <p>l) Apply syllable knowledge to decode regular multisyllabic words.</p> <p>m) Use punctuation indicators such as commas, periods, exclamation points, question marks, and apostrophes showing contraction and possession.</p> <p>n) Apply knowledge of simple and compound sentence structure.</p> <p>o) Indicate comprehension through pacing and rhythm.</p> <p>p) Signify comprehension through phrasing.</p> <p>q) Indicate comprehension through expression and intonation.</p> <p>r) Read high frequency words automatically.</p> <p>The student will read with sufficient accuracy and fluency to support comprehension.</p> <p style="text-align: center;">MONITORING COMPREHENSION The student will apply reading strategies to monitor comprehension throughout the reading process.</p> <p>Before Reading</p> <ul style="list-style-type: none"> Preview and making predictions before reading. <p>During Reading</p> <ul style="list-style-type: none"> Make connections Ask questions to confirm or refute predictions during reading. Use context to confirm or self-correct word recognition and understanding. Become aware of when understanding breaks down and reread to self-correct and clarify. Generate questions to help integrate new information with what they already know. <p>After Reading</p> <ul style="list-style-type: none"> Summarize what was read. Locate information. Use Graphic Organizer to show how ideas relate. 	<p style="text-align: center;">COMPREHENSION</p> <p>4.5 The student will read and demonstrate comprehension of fictional text (Fantasy) and narrative nonfiction text such as Biography (technically biography is neither fiction nor nonfiction, but a genre of its own.)</p> <p>b) Describe how the choice of information contributes to the author’s purpose.</p> <ul style="list-style-type: none"> Understand that narrative nonfiction is a story based on facts. Differentiate between realism and fantasy; identify characteristics of each. Identify the facts contained in the piece of narrative nonfiction. Describe how the choice of language, setting, characters, details, and other information contribute to the author’s purpose. Describe in depth a character, setting, or event drawing on specific details from the text such as words, actions, or a character’s thoughts. Expand vocabulary used to describe a person/character, action, or event. Make an inference regarding a character’s attributes (traits, motivations or feelings) based on what the character says, thinks, or does; what the character’s goal is; or what other characters say about him/her. <p>a) Explain the author’s purpose such as to entertain, to inform, to persuade.</p> <ul style="list-style-type: none"> Apply understanding of the characteristics of a biography to explain the person’s influence, motivation, character attributes. <p>f) Describe the relationship between text and previously read materials.</p> <ul style="list-style-type: none"> Describe similar themes, similar topics, and/or similar patterns of events. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. 	<p style="text-align: center;">COMPREHENSION</p> <p>4.6 The student will continue to read a variety of nonfiction materials: Textbook, Articles, Picture Books, Leveled Readers, Informational Passages, Web Pages</p> <p>a) Use text structure, such as type, headings, and graphics to predict and categorize information in both print and digital texts.</p> <p>c) Explain the author’s purpose: such as to entertain, to persuade, to inform.</p> <p>d) Identify the main idea and supporting details.</p> <p>e) Summarize supporting details by sequencing events</p> <p>e) Summarize supporting details by categorizing and classifying them</p> <p>e) Summarize supporting details by using tools such as</p> <ul style="list-style-type: none"> Graphic organizers Outline Notes <p>e) Determine an appropriate heading for notes.</p> <p>h) Distinguish between fact and opinion.</p> <p>f) Make simple inferences and draw conclusions using information from charts, tables, and graphs.</p> <p>f) Draw conclusions and make inferences about a text.</p> <ul style="list-style-type: none"> Understand that two or more pieces of information need to be put together. Understand that the information can be from the selection, from the reader’s background knowledge, from similar texts the reader knows. <p>i) Apply prior knowledge to make predictions and to describe the relationship between content and previously learned concepts.</p> <ul style="list-style-type: none"> Use Graphic Organizer: time line, flow chart, cause/effect, comparison/contrast. <p>REFERENCE RESOURCES</p> <p>4.9 The student will demonstrate comprehension of information resources to research a topic.</p> <p>c) Use reference materials to collect information: locate selected information in encyclopedias, almanacs, atlases, and other printed and online reference materials.</p> <ul style="list-style-type: none"> Identify key terms to use in searching for information. Use table of contents, indices and charts. Skim to find information related to a topic.

VOCABULARY	WORD ANALYSIS	SPELLING																																			
<p>Students develop vocabulary through reading broadly at their independent level and through content area reading/study at the instructional level: history, social sciences, mathematics, and science.</p> <p>4.4 The student will expand vocabulary when reading.</p> <p>a) Use clues in the context of a sentence, paragraph, or reading selection to predict and explain the meanings of words that have more than one definition.</p> <p>b) Use knowledge of roots, prefixes and suffixes to read and understand the meaning of words.</p> <p>b) Use knowledge of antonyms —words with opposite meanings.</p> <p>b) Use knowledge of prefixes and suffixes to read and understand the meaning of words.</p> <p>c) Use word-reference materials and context to select the applicable definition of a word from a dictionary.</p> <p>c) Understand and use organization and information in a dictionary: alphabetical order, guide words, entry, definitions</p> <p>c) Use a thesaurus.</p> <ul style="list-style-type: none"> Understand the difference between a thesaurus and a dictionary. Identify which word reference resource is most likely to contain needed information to clarify word meaning. <ul style="list-style-type: none"> Understand the meaning of signal words and how they help the reader understand text organization: sequence, comparison/contrast, examples, description with clarifying details Develop a vocabulary to describe characters, actions, and events. Understand the test language used on SOL assessments. 	<p>Grade 4 does not have a specific word-analysis standard. However, it continues to be important to draw students' attention to word analysis skills. Houghton Mifflin identifies these skills within each Theme under the heading of "Structural Analysis/Vocabulary." The following skills are representative.</p> <p>The student will apply word-analysis skills to decode multisyllabic words.</p> <ul style="list-style-type: none"> Apply knowledge of syllabication. Apply knowledge of contractions. Apply knowledge of inflected endings such as –ed, –ing, –er, –est. Understand the meaning of both singular and plural possessives. Use background knowledge and context to understand the meaning of homophones. Apply knowledge of roots to decode and understand the meaning of words with the same roots: for example: tele (telephone/ telegraph), rupt (disrupt/rupture), sign (signify/ significant), spect (inspect/spectacle), tract (tractor/traction). Apply knowledge of prefixes and suffixes. <p>Students should develop a secure understanding of the following affixes. The chart provides the most common affixes based on Houghton Mifflin and released SOL tests. Underlined affixes were taught in 3rd grade and need to be strengthened.</p> <p>Teachers may choose when to teach and reinforce prefixes and suffixes as on-going instruction throughout the school year and are not limited to the common affixes.</p> <table border="1" data-bbox="651 1282 1270 1518"> <thead> <tr> <th colspan="3">Suffixes</th> <th colspan="2">Prefixes</th> </tr> </thead> <tbody> <tr> <td>-ible</td> <td>-ion</td> <td>-er</td> <td>re-</td> <td>com-</td> </tr> <tr> <td>-able</td> <td>-ment</td> <td>-or</td> <td>mis-</td> <td><u>un-</u></td> </tr> <tr> <td></td> <td><u>-er</u></td> <td>-ist</td> <td>ex-</td> <td><u>dis-</u></td> </tr> <tr> <td></td> <td><u>-est</u></td> <td>-ness</td> <td>pre-</td> <td><u>non-</u></td> </tr> <tr> <td></td> <td><u>-ful</u></td> <td>-ly</td> <td>con-</td> <td></td> </tr> <tr> <td></td> <td>-less</td> <td>-y</td> <td></td> <td></td> </tr> </tbody> </table>	Suffixes			Prefixes		-ible	-ion	-er	re-	com-	-able	-ment	-or	mis-	<u>un-</u>		<u>-er</u>	-ist	ex-	<u>dis-</u>		<u>-est</u>	-ness	pre-	<u>non-</u>		<u>-ful</u>	-ly	con-			-less	-y			<p>WORD STUDY</p> <p>Word Study based on <u>Words Their Way</u> and <u>Word Journeys</u> supports students at their developmental level and provides the opportunity for them to extend their knowledge of how words work. Students can be expected to work at the following patterns while in the identified grade.</p> <p>The student will apply word-analysis skills when reading.</p> <ul style="list-style-type: none"> Kindergarten – Emergent/Letter Name 1st Grade – Letter Name/Within Word Pattern 2nd Grade – Within Word Pattern 3rd Grade – Within Word Pattern/Syllables and Affixes 4th Grade – Syllables and Affixes 5th Grade – Syllables and Affixes <p>GRADE-LEVEL SPELLING TARGETS</p> <p>4.8 The student will edit writing for correct spelling.</p> <p>Compound Words Written as <u>one word</u> Written <u>with a hyphen</u></p> <p>Two-syllable words that end with schwa + r, schwa + l, or final l sound <u>Spelling or</u> (er, or, ar) <u>Spelling el</u> (el, al, le)</p> <p>Added ending –ed or –ing</p> <p>Principle 1: If a base word ends with e, drop the e before adding –ed or –ing.</p> <p>Principle 2: If a base word ends with two consonants, no spelling change is needed before adding –ed or –ing.</p> <p>Principle 3: If a one-syllable word ends with a vowel followed by a single consonant, double the consonant before adding –ed or –ing.</p>
Suffixes			Prefixes																																		
-ible	-ion	-er	re-	com-																																	
-able	-ment	-or	mis-	<u>un-</u>																																	
	<u>-er</u>	-ist	ex-	<u>dis-</u>																																	
	<u>-est</u>	-ness	pre-	<u>non-</u>																																	
	<u>-ful</u>	-ly	con-																																		
	-less	-y																																			

4.7 The student will write cohesively for a variety of purposes: Informational Text (optional to combine with Research Standard 4.9), Narrative Nonfiction (biography/autobiography, personal narrative) and Teacher Choice such as Realistic or Fantasy Fiction.

Instruction: Writing workshop is conducted based on teacher-selected methods drawn from Calkins Units of Study or Being and Writer.

See [Writing Workshop Instruction](#) document.

Assessment: Students should understand how their work will be assessed and use rubrics to self-assess writing and workshop participation.

Publishing: Students should have access to technology, including the internet, to produce, edit, and publish writing.

Word Processing: Students are taught word processing skills so that they become competent using the keyboard to effortlessly record and save their thoughts and ideas. Students should apply the skills they have learned by having multiple and flexible opportunities to use their skills in both guided and independent practice, e.g., center time to practice skills using computer software, choice to draft using word processing during writing workshop time.

See [Word Processing Skills Scope and Sequence](#).

Writing Across the Curriculum

Teachers may implement targeted writing focus and other writing forms such as fictional letters, summaries, outlines, 4-Square, journal responses as part of content area study in social studies and science.

COMPOSITION

PREWRITING

- c) Use a variety of pre-writing strategies.
 - Read and listen to texts by peers and professionals.
 - Create a plan and organize thoughts to convey a central idea before writing.
 - Use ideas from a class brainstormed list.
 - Use ideas from personal list of ideas.
 - Talk to classmates about writing.
 - Free-write on a focused topic.
 - Creating a graphic organizer.
 - Identify audience for informational writing.

4.7 The student will write cohesively for a variety of purposes: Informational Text (optional to combine with Research Standard 4.9), Narrative Nonfiction (biography/autobiography, personal narrative) and Teacher Choice such as Realistic or Fantasy Fiction.

COMPOSITION CONTINUED

Students should focus, organize, and elaborate to construct an effective, cohesive message for the reader.

Focus

- b) Focus on one aspect of a topic.
 - Write multiple paragraphs, each focused on one topic with a clear topic sentence.
- f) Write a clear topic sentence focusing on the main idea. Opening engages audience.
- e) Recognize different modes of writing have different patterns of organization.
 - Narrative: Organize an event sequence that unfolds naturally.
 - Narrative: Uses transition words and phrases to manage the sequence of events—words indicating time such as *first, next, then, before, after, last, the next day, hours later*.
 - Informational: Organizes by topics with each topic described or explained in a logical order.
 - Informational: Uses transition words and phrases to progress from one idea to the next such as *first, another, a third, last*. May use subtopics as transitional devices such as appearance, habitat, food, growing up, etc.
- s) Strong opening (introduction) and ending (conclusion) that links to the opening.

ELABORATION

- l) Include supporting details that elaborate the main idea.
 - Include details that elaborate the main idea—add specific details: specific vocabulary, exact nouns, sensory details and language that help the reader imagine
 - Expand sentences adding descriptive language, phrases that tell where or when.
- Eliminate confusing or extraneous information

4.8 The student will edit writing for correct grammar, capitalization, punctuation, and spelling, sentence structure and paragraphing.

WRITTEN EXPRESSION

- b) Include prepositional phrases.
- e) Use transition words and phrases for sentence variety.
 - t) Link ideas within paragraphs using words and phrases such as *another, for example, since, also*.
- i) Use elements of style, including word choice and sentence variation.
 - Use specific vocabulary, words, and phrases to convey experiences and events.
 - Use vivid word choice; avoid overused words.
 - Include sentences of various lengths and beginnings to create a pleasant, informal rhythm.
 - Use dialogue.
 - Control first person narration (not slip into 3rd)

USAGE AND MECHANICS

CAPITALIZATION AND PUNCTUATION

- Apply all Grade 3 competencies listed in first 9-weeks.
- e) Use commas in series, dates, and addresses.
- h) Use apostrophe correctly in singular possessive.

SENTENCE STRUCTURE AND GRAMMAR

- Apply all Grade 3 competencies listed in first 9-weeks.
- b) Include prepositional phrases.
- c) Eliminate double negatives.

GRAMMAR CONCEPTS (GRADE 4 ON-GOING EXPECTATIONS)

- Identify the following parts of speech.
 - Nouns, - Adjectives - Verbs
 - Pronouns - Adverbs - Prepositions
- Identify the following parts of a sentence.
 - Subject - Predicate - Prepositional Phrase

SPELLING

- g) Use correct spelling for frequently used words, including common homonyms/homophones.

HANDWRITING

The student will write legibly cursive and understand that legible handwriting is an important tool of written communication.

WORD PROCESSING

Opportunities to produce, edit, and publish.

FLUENCY & MONITORING	FICTION	NONFICTION
<p>Students develop fluency through reading frequently and widely: self-selected and class texts, including content area selections.</p> <p style="text-align: center;">FLUENCY</p> <p>4.5 The student will read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> • Use meaning clues, text structure and phonetic strategies to process words. • Apply word-analysis skills: knowledge of regular and irregular vowel patterns and consonant combinations. • Apply syllable knowledge to decode regular multisyllabic words. • Use punctuation indicators such as commas, periods, exclamation points, question marks, and apostrophes showing contraction and possession. • Apply knowledge of simple and compound sentence structure. • Indicate comprehension through pacing and rhythm. • Signify comprehension through phrasing. • Indicate comprehension through expression and intonation. • Read high frequency words automatically. <p style="text-align: center;">MONITORING COMPREHENSION</p> <p>4.5k The student will apply reading strategies to monitor comprehension throughout the reading process.</p> <p>Before Reading</p> <ul style="list-style-type: none"> • Preview and make predictions before reading. • Make connections/access background knowledge <p>During Reading</p> <ul style="list-style-type: none"> • Ask questions to confirm or refute predictions during reading. • Use context to confirm or self-correct word recognition and understanding. • Become aware of when understanding breaks down and reread to self-correct. • Generate questions to help integrate new information with what they already know. <p>After Reading</p> <ul style="list-style-type: none"> • Summarize what was read. • Skim to locate information. 	<p style="text-align: center;">COMPREHENSION</p> <p>4.5 The student will read and demonstrate comprehension of fictional text and narrative nonfiction text such as Historical and Realistic Fiction.</p> <p>c) & d) Identify the main idea or theme of a text and summarize using supporting details.</p> <p>d) Explain the details that tell the reader that a piece is historical fiction.</p> <p>d) Identify the facts contained in a piece of historical fiction.</p> <p>b) Describe in depth a character based on what the character says, his/her actions, a character's thoughts, what other characters say about him/her.</p> <p>b) Describe in depth the setting (time, historical period, and place) drawing on specific details—identify which details in an historical fiction selection show the historical period accurately.</p> <p>b) Describe in depth the actions in a narrative selection: identify problem (conflict) and what a character does to solve the problem; explain cause/effect sequence of events.</p> <p>h) Draw conclusions and make inferences about a text.</p> <ul style="list-style-type: none"> • Understand that two or more pieces of information need to be put together. • Understand that the information can be from the selection, from the reader's background knowledge, from similar texts the reader knows. <p>h) Justify conclusions/inferences about the text by referring to details and examples in the text.</p> <p>d) Compare and contrast characters, settings, and events.</p> <p>e) Identify the author's purpose: entertain, inform, persuade.</p>	<p style="text-align: center;">COMPREHENSION</p> <p>4.6 The student will continue to read a variety nonfiction materials: Textbook, Articles, Primary Sources, Leveled Readers, Informational Passages and Functional Texts</p> <p>a) Use text structure, such as type, headings, and graphics to predict and categorize information in both print and digital texts.</p> <ul style="list-style-type: none"> • Use content features such as title, headings of sections and chapters, subheads, captions, and headings • Use features such as specialized type: bold face, italics, color <p>a) Understand how written text and accompanying illustrations connect to convey meaning:</p> <ul style="list-style-type: none"> • Connect written text with visually and graphically represented information such as charts, graphs, graphic organizers, timelines. • Connect written text with illustrations such as maps, diagrams, pictures, photographs, animations. <p>b) Formulate questions that might be answered in the selection.</p> <ul style="list-style-type: none"> • Generate questions to guide reading of text. <p>c) Explain the author's purpose: entertain, inform, or persuade.</p> <p>d) Identify the main idea.</p> <p>e) Summarize supporting details.</p> <p>e) Summarize major points found in nonfiction texts: Identify cause-effect relationships.</p> <p>d) State the main idea in their own words.</p> <p>e) Identify details that support the main idea.</p> <p>f) Draw conclusions and make inferences about a text.</p> <ul style="list-style-type: none"> • Understand that two or more pieces of information need to be put together • Understand that the information can be from the selection, from the reader's background knowledge, from similar texts the reader knows. <p>j) Identify new information learned from reading.</p> <p>REFERENCE RESOURCES</p> <p>4.9 The student will demonstrate comprehension of information resources to research a topic.</p> <p>Use reference materials to collect information: locate selected information in encyclopedias, almanacs atlases, and other printed and online reference materials.</p> <ul style="list-style-type: none"> • Identify key terms to use in searching for information • Use table of contents, indices and charts. • Skim to find information related to a topic.

VOCABULARY	WORD ANALYSIS	SPELLING																																			
<p>Students develop vocabulary through reading broadly at their independent level and through content area reading/study at the instructional level: history, social sciences, mathematics, and science.</p> <p>4.4 The student will expand vocabulary when reading.</p> <p>b) Use knowledge of homophones: words that are pronounced the same but are spelled differently and have different meaning (such as read/red, no/know, hear/here).</p> <p>b) Use knowledge of prefixes to determine the meaning of a new word formed when a known prefix is added to the known word, e.g., heat/reheat.</p> <p>b) Use knowledge of suffixes to determine the meaning of a new word formed when a known suffix is added to the known word, e.g., care/less.</p> <p>g) Understand the difference between a dictionary and a thesaurus.</p> <ul style="list-style-type: none"> Understand the meaning of signal words and how they help the reader understand text organization: sequence, comparison/contrast, examples, description with clarifying details <p>The student will understand and use the vocabulary of Grammar by the end of fourth grade.</p> <ul style="list-style-type: none"> Noun Pronoun Verb Preposition Adjective Adverb <p>The student will understand and use the vocabulary of fourth grade standards and SOL assessments.</p> <ul style="list-style-type: none"> See SOL Vocabulary document posted on the Language Arts Curriculum page. 	<p>Grade 4 does not have a specific word-analysis standard. However, it continues to be important to draw students' attention to word analysis skills. Houghton Mifflin identifies these skills within each Theme under the heading of "Structural Analysis/Vocabulary." The following skills are representative.</p> <p>The student will apply word-analysis skills to decode multisyllabic words.</p> <ul style="list-style-type: none"> Apply knowledge of syllabication. Apply knowledge of contractions. Apply knowledge of inflected endings such as -ed, -ing, -er, -est. Understand the meaning of both singular and plural possessives. Use background knowledge and context to understand the meaning of homophones. Apply knowledge of roots to decode and understand the meaning of words with the same roots: for example: tele (telephone/ telegraph), rupt (disrupt/rupture), sign (signify/significant), spect (inspect/spectacle), tract (tractor/traction), scope (telescope/microscope) Apply knowledge of prefixes and suffixes. <p>Students should develop a secure understanding of the following affixes. The chart provides the most common affixes based on Houghton Mifflin and released SOL tests. Underlined affixes were taught in 3rd grade and need to be strengthened.</p> <p>Teachers may choose when to teach and reinforce prefixes and suffixes as on-going instruction throughout the school year and are not limited to the common affixes.</p> <table border="1" data-bbox="653 1256 1270 1520"> <thead> <tr> <th colspan="3">Suffixes</th> <th colspan="2">Prefixes</th> </tr> </thead> <tbody> <tr> <td>-ible</td> <td>-ion</td> <td>-er</td> <td><u>re-</u></td> <td>com-</td> </tr> <tr> <td>-able</td> <td>-ment</td> <td>-or</td> <td>mis-</td> <td><u>un-</u></td> </tr> <tr> <td></td> <td><u>-er</u></td> <td>-ist</td> <td>ex-</td> <td><u>dis-</u></td> </tr> <tr> <td></td> <td>-est</td> <td>-ness</td> <td>pre-</td> <td><u>non-</u></td> </tr> <tr> <td></td> <td><u>-ful</u></td> <td>-ly</td> <td>con-</td> <td></td> </tr> <tr> <td></td> <td>-less</td> <td>-y</td> <td></td> <td></td> </tr> </tbody> </table>	Suffixes			Prefixes		-ible	-ion	-er	<u>re-</u>	com-	-able	-ment	-or	mis-	<u>un-</u>		<u>-er</u>	-ist	ex-	<u>dis-</u>		-est	-ness	pre-	<u>non-</u>		<u>-ful</u>	-ly	con-			-less	-y			<p>WORD STUDY</p> <p>Word Study based on <u>Words Their Way</u> and <u>Word Journeys</u> supports students at their developmental level and provides the opportunity for them to extend their knowledge of how words work. Students can be expected to work at the following patterns while in the identified grade.</p> <p>The student will apply word-analysis skills when reading.</p> <ul style="list-style-type: none"> Kindergarten – Emergent/Letter Name 1st Grade – Letter Name/Within Word Pattern 2nd Grade – Within Word Pattern 3rd Grade – Within Word Pattern/Syllables and Affixes 4th Grade – Syllables and Affixes 5th Grade – Syllables and Affixes <p>GRADE-LEVEL SPELLING TARGETS</p> <p>4.8 The student will edit writing for correct spelling.</p> <p>The /k/, /ng/, and /kw/ sounds</p> <p><u>Common spellings for k</u> (ck, k, c)</p> <p><u>Less common spelling for k</u> (ch)</p> <p>ng sound (n before k)</p> <p>kw sound (qu)</p> <p>Final long e sound</p> <p><u>Common spellings for final long e sound</u> (ey, y)</p> <p><u>Less common spelling for final long e sound</u> (ie)</p> <p>Final /j/ and /s/ sounds</p> <p>/j/ -dge and -ge</p> <p>/s/ -ce</p> <p>Words with a Prefix or Suffix</p> <p><u>Prefixes:</u> ex- (out of, out, away from), mis- (bad, badly, wrong, wrongly) pre- (before), con- (together with, jointly), com- (together with, jointly)</p> <p><u>Suffixes:</u> -ness (quality of being), -ment (act of), -ful (full of), -less (without), -ible (able to be)</p> <p>Adding Endings</p> <p><u>-es, -ed, -er, -est added to base word that ends in consonant and y</u> (y changed to i)</p> <p>Syllabication of vCv pattern</p> <p><u>Divide before C</u> if the first vowel sound is long</p> <p><u>Divide after C</u> if the first vowel sound is short and followed by a consonant sound.</p>
Suffixes			Prefixes																																		
-ible	-ion	-er	<u>re-</u>	com-																																	
-able	-ment	-or	mis-	<u>un-</u>																																	
	<u>-er</u>	-ist	ex-	<u>dis-</u>																																	
	-est	-ness	pre-	<u>non-</u>																																	
	<u>-ful</u>	-ly	con-																																		
	-less	-y																																			

WRITING	WRITING	EDITING									
<p>4.7 The student will write cohesively for a variety of purposes: Biographies, Letters, and Functional Texts such as Brochures, How-To, Directions (May be based in content area topics.)</p> <p>Instruction: Based on Calkins <u>Units of Study</u> or <u>Being and Writer</u>.</p> <p>Assessment: Students should understand how their work will be assessed and use rubrics to self-assess writing and workshop participation.</p> <p>Publishing: Students should have access to technology, including the internet, to produce, edit, and publish writing.</p> <p style="text-align: center;">COMPOSITION</p> <p>PREWRITING</p> <p>c) Use a variety of pre-writing strategies.</p> <ul style="list-style-type: none"> • Read texts by peers and professionals. • Use ideas from a class brainstormed list. • Use ideas from personal list of ideas. • Talk to classmates about writing. <p>4.9 Conduct research to produce written products.</p> <p>a) Construct questions about a topic.</p> <p>b) Collect information from multiple resources including online print, and media.</p> <ul style="list-style-type: none"> • Identify a variety of appropriate resources to use to research a topic. • Select and use appropriate references: atlases, almanacs, and encyclopedias (print and electronic). • Identify key terms to use in searching for information. • Skim to find and read to select information related to the topic. • Use a note-taking system. • Recognize, organize and record information pertinent to the topic; evaluate and combine (synthesize) related ideas accurately. • Make outline, graphic organizer, or chart such as 4-square to organize information. <p>c) Use technology as a tool to organize, evaluate, and communicate information.</p> <p>d) Give credit to sources used in research. Keep track of where they found information.</p> <p>e) Understand the difference between plagiarism and using own words.</p>	<p>4.7 The student will write cohesively for a variety of purposes: Biographies, Letters, and Functional Texts such as Brochures, How-To, Directions (May be based on content area topics.) Explanation Prompt</p> <p style="text-align: center;">COMPOSITION CONTINUED</p> <p>Students should focus, organize, and elaborate to produce clear and coherent writing in which the development and organization are appropriate to purpose and audience.</p> <p>Focus</p> <p>a) Identify intended audience.</p> <p>b) Focus on one aspect of a topic.</p> <ul style="list-style-type: none"> • Write two or more paragraphs on the same topic, each with a clear topic sentence. <p>f) Write a clear topic sentence focusing on the main idea.</p> <p>d) Organize writing to convey a central idea.</p> <p>e) Recognize different modes of writing have different patterns of organization: providing information.</p> <ul style="list-style-type: none"> • Clearly introduce a topic and group related information in paragraphs. • Use facts, definitions, opinions, quotations, details, examples, or other information or details to develop the topic. • Use specific vocabulary to inform and explain the topic. • Provide a concluding statement or section related to the topic. <p style="text-align: center;">WRITTEN EXPRESSION</p> <p>b) Include prepositional phrases.</p> <p>e) Use transition words and phrases for sentence variety.</p> <ul style="list-style-type: none"> • Link ideas within paragraphs using words and phrases such as <i>another, for example, since, also</i>. <p>k) Include supporting details that elaborate the main idea.</p> <ul style="list-style-type: none"> • Select specific information to guide readers more purposefully through the piece. • Purposefully shape and control language to affect readers. <p>i) Use elements of style, including word choice and sentence variation.</p> <ul style="list-style-type: none"> • Use specific vocabulary, words, and phrases to convey experiences and events. • Use vivid word choice. • Include sentences of various lengths and beginnings to create a pleasant, informal rhythm. <p>j) Revise writing for clarity of content using specific vocabulary and information.</p> <ul style="list-style-type: none"> • Use available reference resources (dictionary and thesaurus) as aids to revising writing for clarity. 	<p>4.8 The student will edit writing for correct grammar, capitalization, punctuation, and spelling, sentence structure and paragraphing.</p> <p style="text-align: center;">USAGE AND MECHANICS</p> <p>CAPITALIZATION AND PUNCTUATION</p> <ul style="list-style-type: none"> • Apply all Grade 3 competencies listed in first 9-weeks. <p>e) Use commas in series, dates, and addresses.</p> <p>h) Use apostrophe correctly in singular possessive.</p> <p>SENTENCE STRUCTURE AND GRAMMAR</p> <ul style="list-style-type: none"> • Apply all Grade 3 competencies listed in first 9-weeks. <p>a) Use subject-verb agreement: singular nouns with singular verbs; plural nouns with plural verbs.</p> <p>b) Include prepositional phrases.</p> <p>c) Eliminate double negatives.</p> <p>d) Use noun-pronoun agreement: pronoun agrees in number and gender with its antecedent.</p> <p>f) Incorporate adjectives: use adjectives and adverbs correctly ("He played really well." Instead of "He played real well.")</p> <ul style="list-style-type: none"> • Use reflexive pronouns (myself, ourselves). <p>GRAMMAR (GRADE 4 ON-GOING EXPECTATIONS)</p> <ul style="list-style-type: none"> • Identify the following parts of speech. <table style="margin-left: 20px;"> <tr> <td>- Nouns,</td> <td>- Adjectives</td> </tr> <tr> <td>- Pronouns</td> <td>- Adverbs</td> </tr> <tr> <td>- Verbs</td> <td>- Prepositions</td> </tr> </table> • Identify the following parts of a sentence. <table style="margin-left: 20px;"> <tr> <td>- Subject</td> </tr> <tr> <td>- Predicate</td> </tr> <tr> <td>- Prepositional phrase</td> </tr> </table> <p>SPELLING</p> <p>g) Use correct spelling for frequently used words, including common homonyms/homophones.</p>	- Nouns,	- Adjectives	- Pronouns	- Adverbs	- Verbs	- Prepositions	- Subject	- Predicate	- Prepositional phrase
- Nouns,	- Adjectives										
- Pronouns	- Adverbs										
- Verbs	- Prepositions										
- Subject											
- Predicate											
- Prepositional phrase											

FLUENCY & MONITORING	FICTION	NONFICTION
<p>Students develop fluency through reading frequently and widely: self-selected and class texts, including content area selections.</p> <p style="text-align: center;">FLUENCY</p> <p>4.5 f The student will read texts with fluency and accuracy.</p> <ul style="list-style-type: none"> • Use meaning clues, text structure and phonetic strategies to process words. • Apply word-analysis skills: knowledge of regular and irregular vowel patterns and consonant combinations. • Apply syllable knowledge to decode regular multisyllabic words. • Use punctuation indicators such as commas, periods, exclamation points, question marks, and apostrophes showing contraction and possession. • Apply knowledge of simple and compound sentence structure. • Indicate comprehension through pacing and rhythm. • Signify comprehension through phrasing. • Indicate comprehension through expression and intonation. • Read high frequency words automatically. <p>The student will read with sufficient accuracy and fluency to support comprehension.</p> <p style="text-align: center;">MONITORING COMPREHENSION</p> <p>4.5k The student will apply reading strategies to monitor comprehension throughout the reading process.</p> <p>Before Reading</p> <ul style="list-style-type: none"> • Preview and making predictions before reading. • Preview to access background knowledge. <p>During Reading</p> <ul style="list-style-type: none"> • Ask questions to confirm or refute predictions during reading. • Use context to confirm or self-correct word recognition and understanding. • Become aware of when understanding breaks down and reread to self-correct. • Make inferences and draw conclusions. • Generate questions to help integrate new information with what they already know. <p>After Reading</p> <ul style="list-style-type: none"> • Summarize what was read. • Skim and scan to locate information. • Use graphic organizer to synthesize information. 	<p style="text-align: center;">COMPREHENSION</p> <p>4.5 The student will read and demonstrate comprehension of fictional text such as Realistic and Historical Fiction and Poetry.</p> <p>c) & d) Identify the main idea or theme of a text and summarize using supporting details.</p> <p>g) Identify sensory words that describe sights, sounds, smells, and tastes, and describe how they make the reader feel.</p> <p>a) Explain the author’s purpose.</p> <p>b) Draw conclusions about the text: characters, events, setting.</p> <p>h) Draw conclusions and make inferences about a text.</p> <ul style="list-style-type: none"> • Understand that two or more pieces of information need to be put together. • Understand that the information can be from the selection, from the reader’s background knowledge, from similar texts the reader knows. • Understand and apply characteristics of historical fiction. <p>• Compare and contrast characters, settings, and events.</p> <p>h) Justify conclusions/inferences about the text by referring to details and examples in the text.</p> <p>Apply understandings of all fiction and nonfiction Standards to demonstrate the competences identified in SPBQ for Grade 4</p> <ul style="list-style-type: none"> • Identify characteristics of historical fiction. • Identify characteristics of folk tales. • Draw a conclusion from a story. • Determine how language helps relay the author’s message and/or contributes to the author’s purpose. • Identify sensory words and their effect on the reader. • Identify the purpose of specific information in a text. • Analyze the author’s purpose for including details and/or specific information. • Identify which question is answered in a given paragraph • Identify which paragraph answers a question. 	<p style="text-align: center;">COMPREHENSION</p> <p>4.6 The student will continue to read a variety nonfiction materials: Textbook, Articles, Picture Books, Leveled Readers, Informational Passages and Functional Texts</p> <p>f) Draw conclusions and make simple inferences using textual information as support.</p> <ul style="list-style-type: none"> • Combine information from various places in the text to draw a conclusion. • Make simple inferences, using information from the text. • Identify the purpose of specific information in a text. <p>a) Understand how written text and accompanying illustrations connect to convey meaning.</p> <p>c) Explain the author’s purpose: such as to entertain, to persuade, to inform.</p> <p>Apply understandings of all fiction and nonfiction SPBQ competencies. continued</p> <ul style="list-style-type: none"> • Make an inference based on a text. • Draw a conclusion based on information stated in a story, narrative nonfiction, poem, and nonfiction selection. • Identify important details in a passage. • Identify supporting details • Summarize a passage. • Determine appropriate heading for notes. • Analyze the author’s purpose for writing an informational text. • Analyze the use of italics in a text. • Identify an appropriate heading for a given paragraph. • Determine the purpose of headings. • Determine the appropriate detail for student notes. • Identify misunderstandings in student notes. • Determine the cause for a given effect. • Identify an opinion from a text. • Identify information that could be added to a paragraph. • Use graphic organizers. • Organize information on a web, tree, flow chart, Venn diagram and When/Then cause/effect organizer.

VOCABULARY	WORD ANALYSIS	SPELLING																																													
<p>Students develop vocabulary through reading broadly at their independent level and through content area reading/study at the instructional level: history, social sciences, mathematics, and science.</p> <p>4.4 The student will expand vocabulary when reading.</p> <p>b) Use knowledge of homophones: words that are pronounced the same but are spelled differently and have different meaning (such as read/red, no/know, hear/here).</p> <p>b) Use knowledge of prefixes to determine the meaning of a new word formed when a known prefix is added to the known word, e.g., heat/reheat.</p> <p>b) Use knowledge of suffixes to determine the meaning of a new word formed when a known suffix is added to the known word, e.g., care/less.</p> <p>Apply understandings of all fiction and nonfiction Standards to demonstrate the competences identified in SPBQ for Grade 4.</p> <ul style="list-style-type: none"> • Use context in a passage to determine word meaning. • Use context to infer the meaning of unfamiliar words. • Choose correct definition form a dictionary entry. • Apply knowledge of homophones • Apply knowledge of multiple-meaning words. • Apply knowledge of synonyms. • Apply knowledge of antonyms. 	<p>Grade 4 does not have a specific word-analysis standard. However, it continues to be important to draw students' attention to word analysis skills. Houghton Mifflin identifies these skills within each Theme under the heading of "Structural Analysis/Vocabulary." The following skills are representative.</p> <p>The student will apply word-analysis skills to decode multisyllabic words.</p> <ul style="list-style-type: none"> • Apply knowledge of syllabication. • Apply knowledge of contractions. • Apply knowledge of inflected endings such as -ed, -ing, -er, -est. • Understand the meaning of both singular and plural possessives. • Use background knowledge and context to understand the meaning of homophones. • Apply knowledge of roots to decode and understand the meaning of words with the same roots: for example: tele (telephone/ telegraph), rupt (disrupt/rupture), sign (signify/ significant), spect (inspect/spectacle),), tract (tractor/traction). • Apply knowledge of prefixes and suffixes. <p>Students should develop a secure understanding of the following affixes. The chart provides the most common affixes based on Houghton Mifflin and released SOL tests. Underlined affixes were taught in 3rd grade and need to be strengthened. Bold should be emphasized this 9-weeks.</p> <p>Teachers may choose when to teach and reinforce prefixes and suffixes as on-going instruction throughout the school year and are not limited to the common affixes.</p> <table border="1" data-bbox="653 1252 1270 1515"> <thead> <tr> <th colspan="3">Suffixes</th> <th colspan="2">Prefixes</th> </tr> </thead> <tbody> <tr> <td>-ible</td> <td>-ion</td> <td>-er</td> <td><u>re-</u></td> <td>com-</td> </tr> <tr> <td><u>-s</u></td> <td>-ment</td> <td>-or</td> <td>mis-</td> <td><u>un-</u></td> </tr> <tr> <td><u>-es</u></td> <td>-er</td> <td>-ist</td> <td>en-</td> <td><u>dis-</u></td> </tr> <tr> <td><u>-ed</u></td> <td><u>-est</u></td> <td>-ness</td> <td>ex-</td> <td><u>non-</u></td> </tr> <tr> <td><u>-ing</u></td> <td><u>-ful</u></td> <td><u>-ly</u></td> <td>pre-</td> <td></td> </tr> <tr> <td>-able</td> <td>-less</td> <td><u>-y</u></td> <td>pro-</td> <td></td> </tr> <tr> <td>-ent</td> <td></td> <td></td> <td>con-</td> <td></td> </tr> <tr> <td>-ant</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Suffixes			Prefixes		-ible	-ion	-er	<u>re-</u>	com-	<u>-s</u>	-ment	-or	mis-	<u>un-</u>	<u>-es</u>	-er	-ist	en-	<u>dis-</u>	<u>-ed</u>	<u>-est</u>	-ness	ex-	<u>non-</u>	<u>-ing</u>	<u>-ful</u>	<u>-ly</u>	pre-		-able	-less	<u>-y</u>	pro-		-ent			con-		-ant					<p>WORD STUDY</p> <p>Word Study based on <u>Words Their Way</u> and <u>Word Journeys</u> supports students at their developmental level and provides the opportunity for them to extend their knowledge of how words work. Students can be expected to work at the following patterns while in the identified grade.</p> <p>The student will apply word-analysis skills when reading.</p> <ul style="list-style-type: none"> • Kindergarten – Emergent/Letter Name • 1st Grade – Letter Name/Within Word Pattern • 2nd Grade – Within Word Pattern • 3rd Grade – Within Word Pattern/Syllables and Affixes • 4th Grade – Syllables and Affixes • 5th Grade – Syllables and Affixes <p>GRADE-LEVEL SPELLING TARGETS</p> <p>4.8 The student will edit writing for correct spelling.</p> <p>Syllabication of three-syllable words</p> <p>Unusual Spellings</p> <p>Silent Consonants k, b, l, w, h</p>
Suffixes			Prefixes																																												
-ible	-ion	-er	<u>re-</u>	com-																																											
<u>-s</u>	-ment	-or	mis-	<u>un-</u>																																											
<u>-es</u>	-er	-ist	en-	<u>dis-</u>																																											
<u>-ed</u>	<u>-est</u>	-ness	ex-	<u>non-</u>																																											
<u>-ing</u>	<u>-ful</u>	<u>-ly</u>	pre-																																												
-able	-less	<u>-y</u>	pro-																																												
-ent			con-																																												
-ant																																															

WRITING

4.7 The student will write cohesively for a variety of purposes: Poetry and Informational Text (Research Report based in content area is an option for Informational Text.)

Instruction: Writing workshop instruction is based on teacher-selected methods drawn from Calkins Units of Study or Being and Writer.

Assessment: Students should understand how their work will be assessed and use rubrics to self-assess writing and workshop participation.

Composing & Publishing: Students should have access to technology, including the internet, to research, produce, edit, and publish writing.

COMPOSITION

Prewriting

- c) Use a variety of pre-writing strategies.
- Read texts by peers and professionals.
 - Create a plan and organize thoughts to convey a central idea before writing.
 - Talk to classmates about writing.
 - Create a graphic organizer.
- 4.9 Conduct research.**
- a) Construct questions about a topic.
- b) Collect information from multiple resources including online, print, and media.
- Identify a variety of appropriate resources to use to research a topic.
 - Select and use appropriate references: atlases, almanacs, and encyclopedias (print and electronic).
 - Identify key terms to use in searching.
 - Skim to find and read to select information related to the topic.
 - Use a note-taking system.
 - Recognize, organize and record information pertinent to the topic; evaluate and combine (synthesize) related ideas accurately.
 - Make outline, graphic organizer, or chart such as 4-square to organize information.
- c) Use technology as a tool to organize, evaluate, and communicate information.
- d) Give credit to sources used in research. Keep track of where they found information.
- e) Understand the difference between plagiarism and using own words.

4.7 The student will write cohesively for a variety of purposes: Poetry and Informational Text (Research Report based in content area is an option for Informational Text.)

COMPOSITION CONTINUED

Students should focus, organize, and elaborate to produce clear and coherent writing in which the development and organization are appropriate to purpose and audience.

Focus

- a) Identify intended audience.
- b) Focus on one aspect of a topic.
- f) Write a clear topic sentence focusing on the main idea.
- g) Write two or more related paragraphs on the same topic.
- e) Recognize different modes of writing have different patterns of organization: **Informative/ Explanatory.**
- d) Organize writing to convey a central idea.
- Clearly introduce a topic and group related information in paragraphs.
 - Use facts, definitions, opinions, quotations, details, examples, or other information or details to develop the topic.
 - Use specific vocabulary to inform and explain the topic.
 - Provide a concluding statement or section related to the topic.

WRITTEN EXPRESSION

- h) Use transition words and phrases for sentence variety.
- Link ideas within paragraphs using words and phrases such as *another, for example, since, also.*
- k) Include supporting details that elaborate the main idea.
- Select specific information to guide readers more purposefully through the piece.
 - Purposefully shape and control language to affect readers.
- i) Use elements of style, including word choice and sentence variation.
- Use specific vocabulary, words, and phrases to convey experiences and events.
 - Include prepositional phrases.
 - Use vivid word choice.
 - Include sentences of various lengths and beginnings to create a pleasant, informal rhythm.
- j) Revise writing for clarity of content using specific vocabulary and information.
- Use available reference resources (dictionary and thesaurus) as aids to revising writing for clarity.

EDITING

4.8 The student will edit writing for correct grammar, capitalization, punctuation, and spelling, sentence structure and paragraphing.

USAGE AND MECHANICS

CAPITALIZATION AND PUNCTUATION

- e) Use commas in series, dates, and addresses.
- h) Use apostrophe correctly in singular possessive.
- SENTENCE STRUCTURE AND GRAMMAR**
- a) Use subject-verb agreement: singular nouns with singular verbs; plural nouns with plural verbs.
- b) Include prepositional phrases.
- c) Eliminate double negatives.
- d) Use noun-pronoun agreement: pronoun agrees in number and gender with its antecedent.
- f) Incorporate adjectives: use adjectives and adverbs correctly ("He played really well." Instead of "He played real well.")
- Use reflexive pronouns (myself, ourselves).

GRAMMAR (GRADE 4 ON-GOING EXPECTATION)

- Identify the following parts of speech.

- Nouns,	- Adjectives
- Pronouns	- Adverbs
- Verbs	- Prepositions
- Identify the following parts of a sentence; subject, predicate, prepositional phrase.

SPELLING

- g) Use correct spelling for frequently used words, including common homonyms/homophones.

AVOID PLAGIARISM (using someone else's ideas or words without giving credit)

- Give credit to sources used in research.

HANDWRITING & COMPUTER KEYBOARDING

- The student will write legibly in cursive and understand that legible handwriting is an important tool of written communication.
- The student will use keyboarding skills to compose and prepare final drafts, as appropriate.