

English / Language Arts Philosophy

We feel it is essential for our students to develop skills that enable them to be lifelong learners. Communication skills, that is, the ability to read, write, speak, listen, view critically, and use technology, are of the utmost importance. We recognize the need for continuous development of these skills to be necessary for individual growth and success. Our first obligation is to ensure that our students develop their language skills to their full potential. We organize our classes in a manner that strives to meet the individual needs of each student. New programs have been implemented at the district and school levels to help ensure that our students meet this goal.

The teaching of values is one of the underlying purposes for studying literature. It is one of the many responsibilities of public education to produce students who are, at the very least, aware of the values that are the foundation of our society. We feel that students must have developed communication skills in order to fully comprehend, evaluate, and express these values.

In order for students to benefit from their education, they must be capable of understanding that their world goes beyond the limit of their own environment. It is our goal to make sure that they have the skills that enable them to make sound judgments about whatever it is that they encounter. The ability to do so is based upon a continual learning process, which has as its foundation the ability to analyze various forms of communication and to arrive at valid conclusions based upon that analysis.

We realize that our students arrive with a unique set of personal experiences that not only impact how they view the world, but also impact how they will analyze it. It is our goal to expand those experiences and hone those analytical skills so that all of our students can reach their full potential and experience success.

English/Language Arts
Hinsdale Elementary School

Grade Level: Fourth

Goal: Reading Fluency and Accuracy

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>R-4-11 Students will read grade level appropriate material</p>	<ul style="list-style-type: none"> *Reading Street *Assessment Handbook * Baseline Group Tests *Dibels Assessment *Unit and End-of-Year * Benchmark Assessments *Fresh Reads for Differentiated Test Practice *Weekly Selection Tests *Oral reading observations * Informal observations 	<p>R-4-11.1 Read material appropriate for <u>grade 4</u> fluently, with 90-94% accuracy SF 4.1-4.6: DI 59</p> <p>R-4-11.2 Fluency: reading with oral fluency rate of at least 115-140 words correct per minute (students' rates of reading will and should vary in response to text difficulty, purpose of reading, and other factors)</p> <p>R-4-11.3 Fluency: reading familiar text with phrasing and expression, and with attention to text features, such as punctuation, italics, and dialogue SF 4.1: 39a, 65a, 87a, 111a, 133a 4.2: 161a,187a, 211a, 239a, 259a 4.3: 291a, 313a, 337a, 359a, 383a 4.4: 415a, 439a, 465a, 487a, 507a 4.5: 537a, 559a, 581a, 607a, 629a 4.6: 659a, 685a, 711a, 737a, 761a</p>	<ul style="list-style-type: none"> *Reading Street Text *Reading Street Fresh Read for Differentiated Test Practice *Reading Street Baseline, Unit, and End-of Year Tests *www.pearsonsuccessnet.com *Audio CDs *Reading Street Guide on the Side

English/Language Arts
Hinsdale Elementary School

Grade Level: Fourth

Goal: Word Identification Skills and Strategies

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>R-4-1 Students will apply word identification/decoding strategies</p>	<ul style="list-style-type: none"> *Reading Street *Assessment Handbook * Baseline Group Tests *Dibels Assessment *Unit and End-of-Year * Benchmark Assessments *Fresh Reads for Differentiated Test Practice *Weekly Selection Tests *Oral reading observations * Informal observations 	<p>R-4-1.1 Identify multi-syllabic words by using knowledge of sounds, <u>six syllable types</u>*/<u>syllable division</u>, or word patterns (including prefixes, and suffixes) SF 4.1: 20-1, 114-5 4.2: 144-5, 190-1 4.3: 362-3 4.4: 394 4.6: 640d</p> <p>R-4-1.2 Reading multi-syllabic words by using knowledge of sounds, syllable types, or word patterns SF 4.1: 20, 42, 68, 90, 114 4.2: 144, 164. 190, 214, 242 4.3: 270, 294, 316, 340, 362 4.4: 394, 418, 442, 468, 490 4.5: 518, 540, 562, 584, 610 4.6: 640, 662, 688, 714, 740</p>	<ul style="list-style-type: none"> *Reading Street Text *Reading Street Strategies for Word Analysis *Reading Street Word Study and Practice Book *Tested Vocabulary Cards *Audio Text CDs *Phonics Activities CD ROM *Online Story Sort *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com

English/Language Arts
Hinsdale Elementary School

Grade Level: Fourth

Goal: Word Identification Skills and Strategies

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>R-4-1 Students will apply word identification/decoding strategies</p>	<ul style="list-style-type: none"> *Reading Street *Assessment Handbook * Baseline Group Tests *Unit and End-of-Year Benchmark Assessments *Fresh Reads for Differentiated Test Practice *Weekly Selection Tests *Oral reading observations * Informal observations 	<p>R-4-1.3 Reading grade-level appropriate words (in connected text) with automaticity SF 4.1: 21, 43, 69, 91, 115 4.2: 145, 165, 190, 215, 243 4.3: 271, 295, 317, 341, 363 4.4: 395, 419, 442, 469, 491 4.5: 519, 541, 563, 585, 611 4.6: 641, 663, 689, 715, 741</p> <p>R-4-1.4 Reading grade-appropriate words (including irregularly spelled words) SF 4.1: 22-34, 44-59, 70-81, 92-106, 116-128 4.2: 146-56, 166-84, 193-207, 216-233, 244-256 4.3: 272-86, 296-306, 318-332, 342-354, 368-378 4.4: 396-410, 420-435, 444-461, 470-483, 492-503 4.5: 520-534, 542-554, 564-576, 586-602, 612-624 4.6: 642-655, 664-680, 690-706, 716-732, 742-756</p>	<ul style="list-style-type: none"> *Reading Street Text *Reading Street Strategies for Word Analysis *Reading Street Word Study and Practice Book *Tested Vocabulary Cards *Audio Text CDs *Phonics Activities CD ROM *Online Story Sort *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com

English/Language Arts
Hinsdale Elementary School

Grade Level: Fourth

Goal: Vocabulary Strategies

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>R-4-2 Students will identify the meaning of unfamiliar words</p>	<ul style="list-style-type: none"> *Reading Street *Assessment Handbook * Baseline Group Tests *Unit and End-of-Year Benchmark Assessments *Fresh Reads for Differentiated Test Practice *Weekly Selection Tests *Oral reading observations * Informal observations 	<p>R-4-2.1 Use strategies to unlock meaning (eg, knowledge of word structure including prefixes/ suffixes and base words; context clues; or other resources, such as dictionaries, glossaries; or prior knowledge SF 4.1: 20-1, 42-3, 68-9, 90-1, 114-5 4.2: 164-5, 214-5, 242-3 4.3: 270-1, 292-3, 316-7, 340-1 4.4: 394-5, 418-9, 442-3, 468-9, 490-1 4.5: 518-9, 540-1, 562-3, 584-5, 610-1 4.6: 640-1, 662-3, 688-9, 714-5, 740-1</p>	<ul style="list-style-type: none"> *Reading Street Text *Reading Street Strategies for Word Analysis *Reading Street Word Study and Practice Book *Tested Vocabulary Cards *Audio Text CDs *Phonics Activities CD ROM *Online Story Sort *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com

English/Language Arts
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Grade Level: Fourth

Goal: Breadth of Vocabulary

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>R-4-3 Students will show breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships</p>	<ul style="list-style-type: none"> *Reading Street *Assessment Handbook * Baseline Group Tests *Unit and End-of-Year Benchmark Assessments *Fresh Reads for Differentiated Test Practice *Weekly Selection Tests *Oral reading observations * Informal observations 	<p>R-4-3.1 Identify synonyms, antonyms, homonyms/ homophones, or <u>shades of meaning</u> SF 4.1: 42b, 90-1 4.2: 242b 4.3: 294-5 4.4: 394-5, 490-1 4.5: 518-9, 610-1 4.6: 688b, 740-1</p> <p>R-4-3.2 Select appropriate words to use in context, including content specific vocabulary, words with multiple meanings, of <u>precise vocabulary</u> EXAMPLE (precise vocabulary): In this passage, the bear could best be described as acting (A) excited (B) playful (C) harmful (D) curious SF 4.1: 20b, 68-9, 79 4.2: 231 4.3: 270-1, 291c 4.4: 418-9, 457 4.6: 640b, 662-3, 685c</p>	<ul style="list-style-type: none"> *Reading Street Text *Reading Street Strategies for Word Analysis *Reading Street Word Study and Practice Book *Tested Vocabulary Cards *Audio Text CDs *Phonics Activities CD ROM *Online Story Sort *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com

English/Language Arts
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Grade Level: Fourth

Goal: Initial Understanding of Literary Texts

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>R-4-4 Students will demonstrate initial understanding of elements of literary texts</p>	<ul style="list-style-type: none"> *Reading Street *Assessment Handbook * Baseline Group Tests *Unit and End-of-Year Benchmark Assessments *Fresh Reads for Differentiated Test Practice *Weekly Selection Tests *Oral reading observations * Informal observations 	<p>R-4-4.1 * Identify or describe character(s), setting, problem/solution, major events,, plot, or identify <u>any significant changes in character(s) over time</u> SF 4.1: 22-34, 44-59, 70-81, 92-106, 116-128 4.2: 146-56, 166-84, 192-207, 216-33, 244-56 4.3: 272-86, 296-306, 318-32, 342-54, 368-78 4.4: 396-410, 420-35, 444-61, 470-83, 492-503 4.5: 520-34, 542-54, 564-76, 586-602, 612-24 4-6: 642-55, 664-80, 690-706, 716-732, 742-756</p> <p>R-4-4.2 Paraphrase or summarize key ideas/plot, with <u>major events sequenced</u> SF 4.1: 35, 60, 82, 107, 129 4.2: 157, 185, 208, 234, 257 4.3: 287, 309, 333, 355, 379 4.4: 411, 436, 462, 484, 504 4.5: 535, 555, 577, 603, 625 4.6: 656, 681, 707, 733, 757</p>	<ul style="list-style-type: none"> *Reading Street Text *Reading Street Practice Book *Centers Survival Kit *Read Aloud Anthology *Readers' Theater Anthology *Retelling Cards *Tested Vocabulary Cards *Skills Transparencies *Guide on the Side * Audio Text CDs *Online Story Sort *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com

English/Language Arts
Hinsdale Elementary School

Grade Level: Fourth

Goal: Initial Understanding of Literary Texts

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>R-4-4 Students will demonstrate initial understanding of elements of literary texts</p>	<ul style="list-style-type: none"> *Reading Street *Assessment Handbook * Baseline Group Tests *Unit and End-of-Year Benchmark Assessments *Fresh Reads for Differentiated Test Practice *Weekly Selection Tests *Oral reading observations * Informal observations 	<p>R-4-4.3 and R-4-4.4 Generate questions before, during, and after reading to enhance recall</p> <p>R-4-4.4 Identify the characteristics of a variety of types of text</p> <p>SF 4.1: 22-34, 44-59, 70-81, 92-106, 116-128</p> <p>4.2: 146-56, 166-84, 192-207, 216-33, 244-56</p> <p>4.3: 272-86, 296-306, 318-32, 342-54, 368-78</p> <p>4.4: 396-410, 420-35, 444-61, 470-83, 492-503</p> <p>4.5: 520-34, 542-54, 564-76, 586-602, 612-24</p> <p>4-6: 642-55, 664-80, 690-706, 716-732, 742-756</p> <p>R-4-4.5 Identify literary devices as appropriate to genre: rhyme, alliteration, <u>simile</u>, description, or dialogue</p> <p>SF 4.1: 29, 65b</p> <p>4.3: 337b, 359b</p> <p>4.4: 449, 465</p> <p>4.6: 658, 685b, 761b, 763</p>	<ul style="list-style-type: none"> *Reading Street Text *Reading Street Practice Book *Centers Survival Kit *Read Aloud Anthology *Readers' Theater Anthology *Retelling Cards *Tested Vocabulary Cards *Skills Transparencies *Guide on the Side * Audio Text CDs *Online Story Sort *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com

English/Language Arts
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Grade Level: Fourth

Goal: Analysis and Interpretation of Literary Texts/Citing Evidence

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>R-4-5 Students will analyze and interpret elements of literary texts, citing evidence where appropriate</p>	<ul style="list-style-type: none"> *Reading Street *Assessment Handbook * Baseline Group Tests *Unit and End-of-Year Benchmark Assessments *Fresh Reads for Differentiated Test Practice *Weekly Selection Tests *Oral reading observations * Informal observations 	<p>R-4-5.1 Make logical predictions SF 4.3: 338 4.4: 392, 403, 407, 409, 413 4.5: 516, 527, 529</p> <p>R-4-5.2 Describe main characters' physical characteristics or personality traits, listing examples of thoughts, words, or actions that reveal characters' personality traits SF 4.4: 401, 440l-440m, 455 4.6: 686l-686m, 693, 711b</p> <p>R-4-5.3 <u>Make inferences</u> about problem, conflict, or solution SF 4.1: 34, 60, 82, 106, 128 4.2: 156, 184, 208, 233, 256 4.3: 286, 308, 332, 354, 378 4.4: 410, 434, 462, 482, 501 4.5: 534, 554, 578, 602, 624 4.6: 655, 680, 706, 732, 756</p> <p>R-4-5.4 Identify who is telling the story SF 4.1: 133b 4.6: 695b, 708-711</p>	<ul style="list-style-type: none"> *Reading Street Text *Reading Street Practice Book *Centers Survival Kit *Read Aloud Anthology *Readers' Theater Anthology *Retelling Cards *Tested Vocabulary Cards *Skills Transparencies *Guide on the Side * Audio Text CDs *Online Story Sort *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com

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Grade Level: Fourth

Goal: Analysis and Interpretation of Literary Texts/Citing Evidence

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>R-4-5 Students will analyze and interpret elements of literary texts, citing evidence where appropriate</p>	<ul style="list-style-type: none"> *Reading Street *Assessment Handbook * Baseline Group Tests *Unit and End-of-Year Benchmark Assessments *Fresh Reads for Differentiated Test Practice *Weekly Selection Tests *Oral reading observations * Informal observations 	<p>R-4-5.5 Identify author’s message or <u>theme</u> SF 4.1: 74-75, 112-113 4.2: 225, 240-241 4.4: 475, 582-583 4.5: 582-582m, 621 4.6: 686l-m, 699, 703, 711b</p> <p>R-4-5.6 <u>Identify causes or effects, including possible motives of characters</u> SF 4.1: 49 4.2: 142l-m 4.3: 268-9, 281, 347 4.4: 466l-m 4.6: 638l-m, 659, 738l-m</p>	<ul style="list-style-type: none"> *Reading Street Text *Reading Street Practice Book *Centers Survival Kit *Read Aloud Anthology *Readers’ Theater Anthology *Retelling Cards *Tested Vocabulary Cards *Skills Transparencies *Guide on the Side * Audio Text CDs *Online Story Sort *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com

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Grade Level: Fourth

Goal: Analysis and Interpretation of Literary Texts/Citing Evidence

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>R-4-6 Analyze and interpret author's craft, citing evidence where appropriate</p>	<ul style="list-style-type: none"> *Reading Street *Assessment Handbook * Baseline Group Tests *Unit and End-of-Year Benchmark Assessments *Fresh Reads for Differentiated Test Practice *Weekly Selection Tests *Oral reading observations * Informal observations 	<p>R-4-6.1 Demonstrating knowledge of use of literary elements and devices like imagery and exaggeration to interpret intended meanings</p> <p>SF 4.1: 34b 4.2: 211b 4.3: 386, 387 4.4: 405, 497 4.6; 685b, 753</p>	<ul style="list-style-type: none"> *Reading Street Text *Reading Street Practice Book *Centers Survival Kit *Read Aloud Anthology *Readers' Theater Anthology *Retelling Cards *Tested Vocabulary Cards *Skills Transparencies *Guide on the Side * Audio Text CDs *Online Story Sort *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com

English/Language Arts
Hinsdale Elementary School

Grade Level: Fourth

Goal: Initial Understanding of Informational Text

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>R-4-7 Students will demonstrate initial understanding of informational text (expository and practical texts)</p>	<ul style="list-style-type: none"> *Reading Street *Assessment Handbook * Baseline Group Tests *Unit and End-of-Year Benchmark Assessments *Fresh Reads for Differentiated Test Practice *Weekly Selection Tests *Oral reading observations * Informal observations 	<p>R-4-7.1a Use the following text features to obtain information: table of contents, glossary, <u>index</u>, <u>transition words/phrases</u>, bold or italicized text, headings, <u>subheadings</u>, graphic organizers, charts, graphs, or illustrations, SF 4.1: 38,62 4.2: 186-7, 210-11 4.3: 288-9, 310-1, 334-7, 380-3 4.4: 412-15, 436-9, 504-7 4.5: 537L, 556-9, 604-7, 626-9 4.6: 684-5, 758-61</p> <p>R-4-7.1b Obtain information from text features like <u>maps</u>, <u>diagrams</u>, <u>tables</u>, <u>captions</u>, <u>timelines</u>) SF 4.1: 38, 86, 108-111 4.2: 258-9 4.3: 288-9, 313 4.4: 412-15, 436-9, 506-7 4.5: 536-7, 556-7, 628-9 4.6: 758-9</p>	<ul style="list-style-type: none"> *Reading Street Text *Reading Street Practice Book *Centers Survival Kit *Read Aloud Anthology *Readers' Theater Anthology *Retelling Cards *Tested Vocabulary Cards *Skills Transparencies *Guide on the Side * Audio Text CDs *Online Story Sort *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com

English/Language Arts
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Grade Level: Fourth

Goal: Initial Understanding of Informational Text

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>R-4-7 Students will demonstrate initial understanding of informational text (expository and practical texts)</p>	<ul style="list-style-type: none"> *Reading Street *Assessment Handbook * Baseline Group Tests *Unit and End-of-Year Benchmark Assessments *Fresh Reads for Differentiated Test Practice *Weekly Selection Tests *Oral reading observations * Informal observations 	<p>R-4-7.2 Using information from the text to answer questions related to explicitly stated main/central ideas or <u>key details</u> SF 4.1: 22-34, 44-59, 70-81, 92-106, 116-128 4.2: 146-56, 166-84, 192-207, 216-233, 244-256 4.3: 272-86, 296-308, 318-332, 342-354, 492-503 4.4: 396-410, 420-435, 444-461, 470-483, 492-503 4.5: 520-534, 542-554, 564-576, 586-602, 612-624 4.6: 642-655, 664-680, 690-706, 716-732, 742-756</p> <p>R-4-7.3 Identify main/central ideas or details within text through charting, mapping, <u>paraphrasing, or summarizing</u> SF 4.1: 18, 40, 66, 112 4.2: 142, 188, 212, 240 4.3: 268, 303, 360 4.4: 392, 466, 488 4.5: 516, 560, 608 4.6: 638, 686, 738</p>	<ul style="list-style-type: none"> *Reading Street Text *Reading Street Practice Book *Centers Survival Kit *Read Aloud Anthology *Readers' Theater Anthology *Retelling Cards *Tested Vocabulary Cards *Skills Transparencies *Guide on the Side * Audio Text CDs *Online Story Sort *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com

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Grade Level: Fourth

Goal: Initial Understanding of Informational Text

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>R-4-7 Students will demonstrate initial understanding of informational text (expository and practical texts)</p>	<ul style="list-style-type: none"> *Reading Street *Assessment Handbook * Baseline Group Tests *Unit and End-of-Year Benchmark Assessments *Fresh Reads for Differentiated Test Practice *Weekly Selection Tests *Oral reading observations * Informal observations 	<p>R-4-7.4 Generate questions before, during, and after reading to enhance recall expand understanding and/or gain new information SF 4.1: 22-34, 44-59, 70-81, 92-106, 116-128 4.2: 146-56, 166-84, 192-207, 216-233, 244-256 4.3: 272-86, 296-308, 318-332, 342-354, 492-503 4.4: 396-410, 420-435, 444-461, 470-483, 492-503 4.5: 520-534, 542-554, 564-576, 586-602, 612-624 4.6: 642-655, 664-680, 690-706, 716-732, 742-756</p> <p>R-4-7.5 Use graphic organizers to compare reference: dictionaries, glossaries, <u>encyclopedias</u>, children’s magazines, content trade books, textbooks, <u>student newspapers</u>, and practical/functional texts: procedures, instructions, book orders, announcements, invitations SF 4.1: 36, 86, 111 4.2: 188-7, 258-9 4.3: 288-9, 334-37, 380-83 4.4: 436-39, 504-507 4.5: 556-59, 626-29 4.6: 758-761</p>	<ul style="list-style-type: none"> *Reading Street Text *Reading Street Practice Book *Centers Survival Kit *Read Aloud Anthology *Readers’ Theater Anthology *Retelling Cards *Tested Vocabulary Cards *Skills Transparencies *Guide on the Side * Audio Text CDs *Online Story Sort *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com

English/Language Arts
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Grade Level: Fourth

Goal: Analysis and Interpretation of Informational Texts/ Citing Evidence

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>R-4-8 Students will analyze and interpret informational text, citing evidence as appropriate</p>	<ul style="list-style-type: none"> *Reading Street *Assessment Handbook * Baseline Group Tests *Unit and End-of-Year Benchmark Assessments *Fresh Reads for Differentiated Test Practice *Weekly Selection Tests *Oral reading observations * Informal observations 	<p>R-4-8.1 Connect information <i>within</i> a text or <u>across texts</u>. SF 4.1: 39, 65, 111 4.2: 161, 197, 259 4.3: 291, 330, 383 4.4: 407, 507 4.5: 576, 624 4.6: 655, 706, 756</p> <p>R-4-8.2 Synthesizing information within or across text (e.g. <u>constructing appropriate titles; or formulating assertions or controlling ideas</u> SF 4.1: 39k, 87k, 133k 4.2: 161k, 211k, 259k 4.3: 291k, 337k, 383k 4.4: 415k, 465k, 507k 4.5: 559k, 607k, 629k 4.6: 659k, 685k, 711k</p> <p>R-4-8.3 <u>Draw inferences about text, including author’s purpose (e.g. to inform, explain, entertain) or message; or drawing basic conclusions; or forming judgments/opinions about central ideas that are relevant</u> SF 4.1: 31, 40l-40m, 88l-88m, 109 4.2: 153, 169, 203 4.3: 369 4.5: 516l-m, 523 4.6: 125</p>	<ul style="list-style-type: none"> *Reading Street Text *Reading Street Practice Book *Centers Survival Kit *Read Aloud Anthology *Readers’ Theater Anthology *Retelling Cards *Tested Vocabulary Cards *Skills Transparencies *Guide on the Side * Audio Text CDs *Online Story Sort *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com

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Goal: Analysis and Interpretation of Informational Texts/ Citing Evidence

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>R-4-8 Students will analyze and interpret informational text, citing evidence as appropriate</p>	<ul style="list-style-type: none"> *Reading Street *Assessment Handbook * Baseline Group Tests *Unit and End-of-Year Benchmark Assessments *Fresh Reads for Differentiated Test Practice *Weekly Selection Tests *Oral reading observations * Informal observations 	<p>R-4-8.4 Distinguish fact from opinion SF 4.1: 212-213, 236 4.2: 292-293, 311 4.6: 651, 747</p> <p>R-4-8.5 Make inferences about causes or effects SF 4.1: 49 4.2: 142l-m 4.3: 268l-m, 281, 291 4.4: 466l-m 4.6: 638l-m, 736l-m</p>	<ul style="list-style-type: none"> *Reading Street Text *Reading Street Practice Book *Centers Survival Kit *Read Aloud Anthology *Readers' Theater Anthology *Retelling Cards *Tested Vocabulary Cards *Skills Transparencies *Guide on the Side * Audio Text CDs *Online Story Sort *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com

English/Language Arts
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Grade Level: Fourth

Goal: Comprehension Skills and Strategies

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>R-4-12 Students will demonstrate ability to monitor comprehension for different types of texts and purposes</p>	<ul style="list-style-type: none"> *Reading Street *Assessment Handbook * Baseline Group Tests *Unit and End-of-Year Benchmark Assessments *Fresh Reads for Differentiated Test Practice *Weekly Selection Tests *Oral reading observations * Informal observations 	<p>R-4-12.1 Use a range of self-monitoring and self-correction approaches) Make predictions about what might happen next, then monitor, adjust and confirm, through use of print, syntax/language structure, semantics/meaning or other context clues</p> <p>SF 4.2: 212-13, 239 4.4: 440-41, 461 4.5: 608-09, 629 4.6: 738-39, 761</p>	<ul style="list-style-type: none"> *Reading Street Text *Reading Street Practice Book *Centers Survival Kit *Read Aloud Anthology *Readers' Theater Anthology *Retelling Cards *Tested Vocabulary Cards *Skills Transparencies *Guide on the Side * Audio Text CDs *Online Story Sort *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com

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Grade Level: Fourth

Goal: Comprehension Skills and Strategies

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>R-4-13 Students will use comprehension strategies (flexibly and as needed) <u>before, during, and after</u> reading literary and informational text</p>	<ul style="list-style-type: none"> *Reading Street *Assessment Handbook * Baseline Group Tests *Unit and End-of-Year Benchmark Assessments *Fresh Reads for Differentiated Test Practice *Weekly Selection Tests *Oral reading observations * Informal observations 	<p>R-4-13.1 Use examples of reading comprehension strategies such as: using prior knowledge; <u>sampling a page for readability</u>; <u>summarizing</u>; predicting and making text based inferences; determining importance; generating literal and clarifying questions; constructing sensory images (e.g., making pictures in one's mind); making connections (text to self, text to text, and text to world); locating and using text features (e.g., transition words, subheadings, bold/italicized print, parts of the book); <u>or using text structure clues (e.g., chronological, cause/effect, compare/contrast, proposition and support, description, classification)</u> SF 4.1: 22-34, 44-59, 70-81, 92-106, 116-128 4.2: 146-56, 166-84, 192-207, 216-233, 244-256 4.3: 272-86, 296-308, 318-332, 342-354, 368-378 4.4: 396-410, 420-435, 444-461, 470-483, 492-503 4.5: 520-534, 542-554, 564-576, 586-602, 612-624 4.6: 642-655, 664-680, 690-706, 716-732, 742-756</p>	<ul style="list-style-type: none"> *Reading Street Text *Reading Street Practice Book *Centers Survival Kit *Read Aloud Anthology *Readers' Theater Anthology *Retelling Cards *Tested Vocabulary Cards *Skills Transparencies *Guide on the Side * Audio Text CDs *Online Story Sort *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com

English/Language Arts
Hinsdale Elementary School

Grade Level: Fourth

Goal: Reading Extensively and In Depth

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>R-4-14 Students will demonstrate the habit of reading widely and extensively</p>	<ul style="list-style-type: none"> *Reading Street *Assessment Handbook * Baseline Group Tests *Unit and End-of-Year Benchmark Assessments *Fresh Reads for Differentiated Test Practice *Weekly Selection Tests *Oral reading observations * Informal observations 	<p>R-4-14.1 Read with frequency, including in-school, out-of-school, and summer reading</p> <p>R-4-14.2 Read from a wide range of genres/kinds of text and a variety of authors (e.g., literary, informational, and practical texts)</p> <p>R-4-14.3 Reading multiple texts for depth of understanding an author or genre SF 4.1-4.6: DI: 59, DI: 60, TR14-17</p>	<ul style="list-style-type: none"> *Reading Street Text *Reading Street Practice Book *Centers Survival Kit *Read Aloud Anthology *Readers' Theater Anthology *Retelling Cards *Tested Vocabulary Cards *Skills Transparencies *Guide on the Side * Audio Text CDs *Online Story Sort *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com

English/Language Arts
Hinsdale Elementary School

Grade Level: Fourth

Goal: Reading Extensively and In Depth

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>R-4-17 Students will demonstrate the habit of reading widely and extensively</p>	<ul style="list-style-type: none"> *Reading Street *Assessment Handbook * Baseline Group Tests *Unit and End-of-Year Benchmark Assessments *Fresh Reads for Differentiated Test Practice *Weekly Selection Tests *Oral reading observations * Informal observations 	<p>R-4-17.1 Self-select reading materials aligned with reading ability and personal interests SF 4.1-4.6: DI: 59, DI: 60, TR14-17</p> <p>R-4-17.2 Participate in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others SF .1: 22-34, 44-59, 70-81, 92-106, 116-128 4.2: 146-56, 166-84, 192-207, 216-233, 244-256 4.3: 272-86, 296-308, 318-332, 342-354, 492-503 4.4: 396-410, 420-435, 444-461, 470-483, 492-503 4.5: 520-534, 542-554, 564-576, 586-602, 612-624 4.6: 642-655, 664-680, 690-706, 716-732, 742-756</p>	<ul style="list-style-type: none"> *Reading Street Text *Reading Street Practice Book *Centers Survival Kit *Read Aloud Anthology *Readers' Theater Anthology *Retelling Cards *Tested Vocabulary Cards *Skills Transparencies *Guide on the Side * Audio Text CDs *Online Story Sort *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com

English/Language Arts
Hinsdale Elementary School

Grade Level: Fourth

Goal: Breadth of Reading: Reading for Research across Content Areas

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>R-4-15 Students will research* by reading multiple sources (including print and non-print texts) to report information, or to <u>formulate a judgment.</u></p>	<ul style="list-style-type: none"> *Reading Street *Assessment Handbook * Baseline Group Tests *Unit and End-of-Year Benchmark Assessments *Fresh Reads for Differentiated Test Practice *Weekly Selection Tests *Oral reading observations * Informal observations 	<p>R-4-15.1 Use sources provided</p> <p>R-4-15.2 Evaluating information presented in terms of relevance</p> <p>4-15.4R- Use evidence to support conclusions</p> <p>R-4-15.4 Use evidence to support conclusions</p> <p>SF 4.1: 39k, 87k, 133k 4.2: 161k, 211k, 259k 4.3: 292k, 337k, 383k 4.4: 415k, 465k, 507k 4.5: 537k, 581k, 629k 4.6: 659k, 711k, 761k</p> <p>R-4-15.3 Gathering information and using a given structure like a chart, diagram, outline to organize it</p> <p>SF 4.1: 19, 88, 112 4.2: 142, 188, 240 4.3: 292, 314, 360 4.4: 392, 440, 488 4.5: 560, 582, 608 4.6: 660, 712,</p>	<ul style="list-style-type: none"> *Reading Street Text *Reading Street Practice Book *Centers Survival Kit *Read Aloud Anthology *Readers' Theater Anthology *Retelling Cards *Tested Vocabulary Cards *Skills Transparencies *Guide on the Side * Audio Text CDs *Online Story Sort *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com

English/Language Arts
Hinsdale Elementary School

Grade Level: Fourth

Goal: Analysis and Interpretation of Literary Texts/Citing Evidence

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>R-4-16 Students will generate a personal response to what is read through a variety of means</p>	<ul style="list-style-type: none"> *Reading Street *Assessment Handbook * Baseline Group Tests *Unit and End-of-Year Benchmark Assessments *Fresh Reads for Differentiated Test Practice *Weekly Selection Tests *Oral reading observations * Informal observations 	<p>R-4-16.1 Comparing stories or other texts to related personal experience, prior knowledge, or to other books SF 4.1: 39, 65, 133 4.2: 162, 206, 259 4.3: 291, 330, 383 4.4: 415, 465, 507 4.5: 532, 552, 607 4.6: 646, 685, 761</p>	<ul style="list-style-type: none"> *Reading Street Text *Reading Street Practice Book *Centers Survival Kit *Read Aloud Anthology *Readers' Theater Anthology *Retelling Cards *Tested Vocabulary Cards *Skills Transparencies *Guide on the Side * Audio Text CDs *Online Story Sort *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com

English/Language Arts
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Grade Level: Fourth

Goal: Structures of Language

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>W-4-1 Students will demonstrate command of the structure of sentences, paragraphs, and text</p>	<ul style="list-style-type: none"> *Reading Street *Assessment Handbook * Baseline Group Tests *Unit and End-of-Year Benchmark Assessments *Weekly Selection Tests * Informal observations *writing samples *Collins FCAs 	<p>W-4-1.1 Writing a variety of complete simple <u>and</u> compound sentences SF 4.1.: 61, 129 4.2: 142 4.3: 309 4.4: 411 4.6: 656</p> <p>W-4-1.2 Using the paragraph form: indenting, main idea, supporting details SF 4.1 : 112 4.2: 257 4.3: 435, 462, 501 4.5: 537 4.6: 659</p> <p>W-4-1.6 Applying directionality as appropriate to text SF 4.1: 112, 129, 257 4.2: 257 4.3: 309, 337g-h 4.4: 435, 462 4.5: 410, 501 4.6: 659, 732</p>	<ul style="list-style-type: none"> *Collins Writing *Reading Street Text *Reading Street Practice Book *Reading Street Grammar and Writing Practice Book *Daily Fix –It Transparencies *Grammar and Writing Book *Grammar Transparencies *Writing Kit *Writing Rubrics and Anchor Papers *Writing Transparencies *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com

English/Language Arts
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Grade Level: Fourth

Goal: Writing in Response to Literary or Informational Text

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>W-4-2 In response to literary or informational text, students will show understanding of plot/ideas/concepts</p>	<ul style="list-style-type: none"> *Reading Street *Assessment Handbook * Baseline Group Tests *Unit and End-of-Year Benchmark Assessments *Weekly Selection Tests * Informal observations *writing samples *Collins FCAs 	<p>W-4-2.1a Selecting appropriate information to set context/background SF 4,1: 35, 83, 111g 4.2: 162k, 187g 4.3: 286, 354, 378 4.4: 410, 462, 501 4.5: 534, 576, 624 4.6: 655, 706, 732</p> <p>W-4-2.1b Writing an introduction that sets context/background SF 4,1: 35, 83, 111g 4.2: 162k, 187k, 257 4.3: 286, 354, 379 4.4: 410, 462, 501 4.5: 534, 576 4.6: 655, 680, 706</p> <p>W-4-2.2</p> <p>\ <u>Summarizing ideas</u> SF 4,1: 19, 80, 104 4.2: 182, 206, 230 4.3: 376 4.4: 392, 488 4.5: 534, 582 4.6: 652, 678, 686, 711</p>	<ul style="list-style-type: none"> *Collins Writing *Reading Street Text *Reading Street Practice Book *Reading Street Grammar and Writing Practice Book *Daily Fix –It Transparencies *Grammar and Writing Book *Grammar Transparencies *Writing Kit *Writing Rubrics and Anchor Papers *Writing Transparencies *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com

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Grade Level: Fourth

Goal: Writing in Response to Literary or Informational Text –Showing Understanding of Ideas in Text

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>W-4-2 In response to literary or informational text, students will show understanding of plot/ideas/concepts</p>	<ul style="list-style-type: none"> *Reading Street *Assessment Handbook * Baseline Group Tests *Unit and End-of-Year Benchmark Assessments *Weekly Selection Tests * Informal observations *writing samples *Collins FCAs 	<p>W-4-2.3 Connecting what has been read (plot/ideas/concepts) to prior knowledge, which might include other texts, background, and context clues SF 4.1: 69, 83 4.2: 239g-h, 162g-h 4.3: 337g-h 4.4: 439 4.6: 757</p>	<ul style="list-style-type: none"> *Collins Writing *Reading Street Text *Reading Street Practice Book *Reading Street Grammar and Writing Practice Book *Daily Fix –It Transparencies *Grammar and Writing Book *Grammar Transparencies *Writing Kit *Writing Rubrics and Anchor Papers *Writing Transparencies *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com

English/Language Arts
Hinsdale Elementary School

Grade Level: Fourth

Goal: Writing in response to Literary or Informational Text-Making Analytical Judgments about Text

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>W-4-3 Students will make and support analytical judgments about text in response to literary and informational text.</p>	<ul style="list-style-type: none"> *Reading Street *Assessment Handbook * Baseline Group Tests *Unit and End-of-Year Benchmark Assessments *Weekly Selection Tests * Informal observations *writing samples *Collins FCAs 	<p>W-4-3.1 Stating <u>and maintaining</u> a focus (purpose) when responding to a given question SF 4.1: 87, 107, 112, 133h 4.2: 156, 184, 233 4.3: 286, 308, 360, 332, 354, 378 4.4: 410, 434, 462, 482, 501 4.5: 534, 554, 576, 602 4.6: 638, 686, 712, 738, 757</p> <p>W-4-3.2 Making inferences about content, events, characters, setting, or <u>common themes</u> EXAMPLE(of theme): honesty isn't always easy SF 4.1: 88, 128 4.2: 156, 184, 208, 233 4.3: 332, 360, 378 4.4: 410, 434, 462, 482, 501 4.5: 554, 576, 602, 624 4.6: 638, 686, 712, 738</p> <p>W-4-3.3 <u>Using specific details and</u> references to text to support focus SF 4.1: 34, 82 4.2: 156, 184, 208, 233 4.3: 286, 308, 354, 378 4.4: 393, 439, 462, 501 4.5: 534, 554, 576, 602 4.6: 638, 655, 686, 712</p>	<ul style="list-style-type: none"> *Collins Writing *Reading Street Text *Reading Street Practice Book *Reading Street Grammar and Writing Practice Book *Daily Fix –It Transparencies *Grammar and Writing Book *Grammar Transparencies *Writing Kit *Writing Rubrics and Anchor Papers *Writing Transparencies *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com

English/Language Arts
Hinsdale Elementary School

Grade Level: Fourth

Goal: Writing in response to Literary or Informational Text-Making Analytical Judgments about Text

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>W-4-3 Students will make and support analytical judgments about text in response to literary and informational text.</p>	<ul style="list-style-type: none"> *Reading Street *Assessment Handbook * Baseline Group Tests *Unit and End-of-Year Benchmark Assessments *Weekly Selection Tests * Informal observations *writing samples *Collins FCAs 	<p>W-4-3.4 Organizing ideas, using transition words/phrases and <u>writing a conclusion</u> SF 4.1: 65g, 133h 4.2: 257 4.3: 355, 359g-h 4.5: 603, 607g-h 4.6: 711g-h, 757</p>	<ul style="list-style-type: none"> *Collins Writing *Reading Street Text *Reading Street Practice Book *Reading Street Grammar and Writing Practice Book *Daily Fix –It Transparencies *Grammar and Writing Book *Grammar Transparencies *Writing Kit *Writing Rubrics and Anchor Papers *Writing Transparencies *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com

English/Language Arts
Hinsdale Elementary School

Grade Level: Fourth

Goal: Narrative Writing – Creating a Story Line and Applying Narrative Strategies

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>W-4-4 Students will organize and relate a story line/plot/series of events in written narratives.</p>	<ul style="list-style-type: none"> *Reading Street *Assessment Handbook * Baseline Group Tests *Unit and End-of-Year Benchmark Assessments *Weekly Selection Tests * Informal observations *writing samples *Collins FCAs 	<p>W-4-4.1 Creating clear, understandable story line with a beginning, middle, and end SF 4.1: 18k, 66k, 91 4.2: 162k, 187g-h, 211g-h 4.3: 383g-h 4.4: 415g-h, 507g-h 4.6: 656, 659g-h. 685g-h</p> <p>W-4-4.2 <u>Establish a problem and solution</u> SF 4.2: 211g-h 4.5: 559g-h</p> <p>W-4-4.3 <u>Establishing transitions by using signal words / phrases</u> SF 4.1: 65g, 133h 4.2: 257 4.3: 355</p>	<ul style="list-style-type: none"> *Collins Writing *Reading Street Text *Reading Street Practice Book *Reading Street Grammar and Writing Practice Book *Daily Fix –It Transparencies *Grammar and Writing Book *Grammar Transparencies *Writing Kit *Writing Rubrics and Anchor Papers *Writing Transparencies *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com

English/Language Arts
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Grade Level: Fourth

Goal: Narrative Writing – Creating a Story Line and Applying Narrative Strategies

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>W-4-5 Students demonstrate use of narrative strategies.</p>	<ul style="list-style-type: none"> *Reading Street *Assessment Handbook * Baseline Group Tests *Unit and End-of-Year Benchmark Assessments *Weekly Selection Tests * Informal observations *writing samples *Collins FCAs 	<p>W-4-5.1 Using <u>relevant and descriptive</u> details SF 4.1: 35, 111g, 133h 4.2: 162k, 187g-h, 211g-h, 234 4.3: 291g-h, 337g-h, 383g-h 4.4: 439g-h, 507g-h 4.5: 537g-h 4.6: 659g-h, 695g-h, 711g-h, 761g-h</p> <p>W-4-5.3a Identifying characters W-4-3.5b Creating character(s) through description of physical attributes <u>and behaviors</u> SF 4.1: 34 4.2: 211g-h 4.3: 383g-h 4.4: 440, 487g-h 4.6: 659g-h, 685g-h, 711g-h,</p> <p>W-4-5.5 Writing about observations and experiences SF 4.1: 21, 65h 4.2: 187g-h, 133g-h 4.3: 291g-h, 355, 363 4.4: 415g-h, 439g-h, 487g-h 4.5: 629g-h 4.6: 711g-h, 761g-h</p>	<ul style="list-style-type: none"> *Collins Writing *Reading Street Text *Reading Street Practice Book *Reading Street Grammar and Writing Practice Book *Daily Fix –It Transparencies *Grammar and Writing Book *Grammar Transparencies *Writing Kit *Writing Rubrics and Anchor Papers *Writing Transparencies *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com

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Grade Level: Fourth

Goal: Narrative Writing – Creating a Story Line and Applying Narrative Strategies

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>W-4-5 Students demonstrate use of narrative strategies.</p>	<ul style="list-style-type: none"> *Reading Street *Assessment Handbook * Baseline Group Tests *Unit and End-of-Year Benchmark Assessments *Weekly Selection Tests * Informal observations *writing samples *Collins FCAs 	<p>W-4-5.6 Selecting and elaborating important ideas SF 4.1: 21, 65h, 111h 4.2: 162k,187g-h, 211g-h239g-h 4.3: 383g-h, 439g-h, 507g-h 4.5: 537g-h, 581g-h 4.6: 659g-h, 685g-h,711g-h, 761g-h</p>	<ul style="list-style-type: none"> *Collins Writing *Reading Street Text *Reading Street Practice Book *Reading Street Grammar and Writing Practice Book *Daily Fix –It Transparencies *Grammar and Writing Book *Grammar Transparencies *Writing Kit *Writing Rubrics and Anchor Papers *Writing Transparencies *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com

English/Language Arts
Hinsdale Elementary School

Grade Level: Fourth

Goal: Informational Writing (Reports, Procedures, or Persuasive Writing) – Organizing and Conveying Information

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>W-4-6 Students will organize ideas/concepts in informational writing.</p>	<ul style="list-style-type: none"> *Reading Street *Assessment Handbook * Baseline Group Tests *Unit and End-of-Year Benchmark Assessments *Weekly Selection Tests * Informal observations *writing samples *Collins FCAs 	<p>W-4-6.1 Grouping ideas <u>logically (e.g., predictable categories, steps of a procedure, reasons/arguments)</u> SF 4.1: 66, 111g 4.2: 161h, 239g-h, 240k, 259g-h 4.4: 439g-h 4.5: 559g-h, 6-7g-h 4.6: 659g-h, 685g-h, 757, 761g-h</p> <p>W-4-6.2a Writing an introduction that sets the context (including <u>materials list in procedures</u>) SF 4.4: 487g-h, 507g-h 4.5: 537g-h, 581g-h 4.6: 757, 659g-h, 685g-h</p> <p>W-4-6.2b Selecting appropriate information to set context/background SF 4.1: 11g 4.2: 240k 4.3: 359g-h 4.4: 439g-h, 465g-h, 487g-h 4.5: 537g-h, 559g-h, 607g-h, 629g-h 4.6: 757, 659g-h, 685g-h</p>	<ul style="list-style-type: none"> *Collins Writing *Reading Street Text *Reading Street Practice Book *Reading Street Grammar and Writing Practice Book *Daily Fix –It Transparencies *Grammar and Writing Book *Grammar Transparencies *Writing Kit *Writing Rubrics and Anchor Papers *Writing Transparencies *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com

English/Language Arts
Hinsdale Elementary School

Grade Level: Fourth

Goal: Informational Writing (Reports, Procedures, or Persuasive Writing) – Organizing and Conveying Information

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>W-4-6 Students will organize ideas/concepts in informational writing.</p>	<ul style="list-style-type: none"> *Reading Street *Assessment Handbook * Baseline Group Tests *Unit and End-of-Year Benchmark Assessments *Weekly Selection Tests * Informal observations *writing samples *Collins FCAs 	<p>W-4-6.3a Using <u>transition words or phrases</u> SF 4.1: 133h 4.2: 257, 239g-h, 259g-h 4.3: 359g-h</p> <p>W-4-6.3b Using numbering or words to arrange the steps in a logical manner SF 4.2: 161h, 239g-h</p> <p>W-4-6.4 <u>Writing a conclusion</u> SF 4.2: 257 4.3: 359g-h 4.4: 439g-h, 465g-h, 487g-h, 507g-h 4.5: 559g-h, 581g-h, 607g-h, 629g-h 4.6: 711g-h</p>	<ul style="list-style-type: none"> *Collins Writing *Reading Street Text *Reading Street Practice Book *Reading Street Grammar and Writing Practice Book *Daily Fix –It Transparencies *Grammar and Writing Book *Grammar Transparencies *Writing Kit *Writing Rubrics and Anchor Papers *Writing Transparencies *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com

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Grade Level: Fourth

Goal: Informational Writing (Reports, Procedures, or Persuasive Writing) – Organizing and Conveying Information

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>W-4-7 Students will effectively convey purpose in informational writing</p>	<ul style="list-style-type: none"> *Reading Street *Assessment Handbook * Baseline Group Tests *Unit and End-of-Year Benchmark Assessments *Weekly Selection Tests * Informal observations *writing samples *Collins FCAs 	<p>W-4-7.1 Establishing a topic SF 4.1: 115 4.2: 161h, 239g-h, 259g-h 4.3: 292g-h, 337g-h, 369g-h 4.4: 439g-h, 487g-h, 507g-h 4.5: 537g-h, 559g-h, 581g-h 4.6: 659g-h, 685g-h, 711g-h</p> <p>W-4-7.2 Stating and maintaining a focus/controlling idea on a topic SF 4.1: 21 4.2: 162h, 187g-h,239g-h 4.3: 291g-h, 337g-h, 359g-h 4.4: 439g-h, 507g-h 4.5: 537g-h, 581g-h 4.6: 685g-h</p>	<ul style="list-style-type: none"> *Collins Writing *Reading Street Text *Reading Street Practice Book *Reading Street Grammar and Writing Practice Book *Daily Fix –It Transparencies *Grammar and Writing Book *Grammar Transparencies *Writing Kit *Writing Rubrics and Anchor Papers *Writing Transparencies *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com

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Grade Level: Fourth

Goal: Informational Writing (Reports, Procedures, or Persuasive Writing) – Using Elaboration Strategies

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>W-4-8 Students will demonstrate use of a range of elaboration strategies in informational writing.</p>	<ul style="list-style-type: none"> *Reading Street *Assessment Handbook * Baseline Group Tests *Unit and End-of-Year Benchmark Assessments *Weekly Selection Tests * Informal observations *writing samples *Collins FCAs 	<p>W-4-8.1 Including facts and details relevant to focus/<u>controlling idea</u> SF 4.1: 39, 115 4.2: 162g-h, 187g-h 239g-h 4.3: 291g-h, 337g-h, 359g-h 4.4: 439g-h, 507g-h 4.5: 537g-h, 581g-h 4.6: 685g-h</p> <p>W-4-8.2 <u>Including sufficient details or facts</u> for appropriate depth of information: naming, describing, explaining, comparing, use of visual images SF 4.1: 111h 4.2: 161h, 187g-h 239g-h 4.3: 291g-h, 337g-h, 359g-h 4.4: 439g-h, 487g-h 4.6: 359g-h, 711g-h, 761g-h</p>	<ul style="list-style-type: none"> *Collins Writing *Reading Street Text *Reading Street Practice Book *Reading Street Grammar and Writing Practice Book *Daily Fix –It Transparencies *Grammar and Writing Book *Grammar Transparencies *Writing Kit *Writing Rubrics and Anchor Papers *Writing Transparencies *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com

English/Language Arts
Hinsdale Elementary School

Grade Level: Fourth

Goal: Writing Conventions – Applying Rules of Grammar, Usage, and Mechanics

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>W-4-9 Students will demonstrate command of appropriate English conventions in independent writing.</p>	<ul style="list-style-type: none"> *Reading Street *Assessment Handbook * Baseline Group Tests *Unit and End-of-Year Benchmark Assessments *Weekly Selection Tests * Informal observations *writing samples *Collins FCAs 	<p>W-4-9.1 <u>Identifying grammatical errors, when given examples</u> EXAMPLES: <u>he don't; Him and me went</u> SF 4.1: 39e-f, 87e-f, 133e-f 4.2: 161e-f, 211e-f, 239e-f 4.3: 292e-f, 313e-f, 383e-f 4.4: 415e-f, 465e-f, 507e-f 4.5: 537e-f, 581e-f, 629e-f 4.6: 659e-f, 711e-f, 761e-f</p> <p>W-4-9.2 <u>Applying basic capitalization rules</u> EXAMPLES: names, beginning sentences, <u>proper nouns, titles</u> SF 4.1: 65e, 111f, 133f 4.2: 161e-f, 259e-f 4.3: 292e-f, 337e-f 4.4: 415f, 439e-f, 487f 4.5: 537e, 559f, 607f 4.6: 685e-f, 711f, 737e</p> <p>W-4-9.3 <u>Using commas correctly in dates and in a series.</u> (Note: either form is correct – <u>x, y, and z</u> or <u>x, y and z</u> SF 4.2: 187e 4.6: 711e-f, 737e-f</p>	<ul style="list-style-type: none"> *Collins Writing *Reading Street Text *Reading Street Practice Book *Reading Street Grammar and Writing Practice Book *Daily Fix –It Transparencies *Grammar and Writing Book *Grammar Transparencies *Writing Kit *Writing Rubrics and Anchor Papers *Writing Transparencies *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com

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Grade Level: Fourth

Goal: Writing Conventions – Applying Rules of Grammar, Usage, and Mechanics

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>W-4-9 Students will demonstrate command of appropriate English conventions in independent writing.</p>	<ul style="list-style-type: none"> *Reading Street *Assessment Handbook * Baseline Group Tests *Unit and End-of-Year Benchmark Assessments *Weekly Selection Tests * Informal observations *writing samples *Collins FCAs 	<p>W-4-9.4 Using <i>end</i> punctuation correctly <u>in a variety of sentence structures</u> SF 4.1: 65e-f, 87e-f, 133e-f 4.2: 161e-f, 211e-f, 259e 4.3: 292e, 313e-f, 383f 4.4: 415e-f, 465e-f 4.5: 537e-f, 607e-f, 629f 4.6: 659e, 685f, 737e</p> <p>W4-9.5 Correctly spelling grade appropriate, high-frequency words and <u>recognizing syllable and affix patterns/rules that are characteristic of the English spelling system</u> EXAMPLES: <u>consonant doubling, change the y to I, drop silent e, spelling rules for affixes</u> SF 4.1: 39i-j, 87i-j, 111i-j, 133i-j 4.2: 161i-j, 211i-j, 239i-j, 259i-j 4.3: 292i-j, 313i-j, 337i-j, 359i-j, 383i-j 4.4: 415i-j, 439i-j, 465i-j, 487i-j, 507i-j 4.5: 537i-j, 559i-j, 607i-j, 629i-j 4.6: 659i-j, 685i-j, 711i-j</p>	<ul style="list-style-type: none"> *Collins Writing *Reading Street Text *Reading Street Practice Book *Reading Street Grammar and Writing Practice Book *Daily Fix –It Transparencies *Grammar and Writing Book *Grammar Transparencies *Writing Kit *Writing Rubrics and Anchor Papers *Writing Transparencies *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com

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Goal: Habit of Writing: Uses a Writing Process

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>W-4-10 Uses the writing process</p>	<ul style="list-style-type: none"> *Reading Street *Assessment Handbook * Baseline Group Tests *Unit and End-of-Year Benchmark Assessments *Weekly Selection Tests * Informal observations *writing samples *Collins FCAs 	<p>W-4-10 Students use prewriting, drafting, revising, editing, and critiquing to produce final drafts of written products. SF 4.1: 39h, 87h, 259h 4.2: 161h, 239h, 259h 4.3: 313h, 337h, 383h 4.4: 415h, 465h, 507h 4.5: 537h, 581h, 629h 4.6: 659h, 711h, 761h</p>	<ul style="list-style-type: none"> *Collins Writing *Reading Street Text *Reading Street Practice Book *Reading Street Grammar and Writing Practice Book *Daily Fix –It Transparencies *Grammar and Writing Book *Grammar Transparencies *Writing Kit *Writing Rubrics and Anchor Papers *Writing Transparencies *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com

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Grade Level: Fourth

Goal: Habit of Writing: Writing Extensively

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>W-4-11 Students will demonstrate the habit of writing extensively.</p>	<ul style="list-style-type: none"> *Reading Street *Assessment Handbook * Baseline Group Tests *Unit and End-of-Year Benchmark Assessments *Weekly Selection Tests * Informal observations *writing samples *Collins FCAs 	<p>W-4-11.1 Writing with frequency, including in-school, out-of-school, and during the summer</p> <p>SF 4.1: 21, 35, 69, 107 4.2: 145, 185, 215 4.3: 295, 333, 379 4.4: 395, 434, 491 4.5: 516, 549, 585, 629 4.6: 638, 678, 741</p> <p>W-4-11.2 Sharing thoughts, observations, or impressions</p> <p>SF 4.1: 21, 61, 112 4.2: 191, 215, 239 4.3: 295, 341, 379 4.4: 395, 443, 482 4.5: 537, 585, 629 4.6: 641, 678, 741</p>	<ul style="list-style-type: none"> *Collins Writing *Reading Street Text *Reading Street Practice Book *Reading Street Grammar and Writing Practice Book *Daily Fix –It Transparencies *Grammar and Writing Book *Grammar Transparencies *Writing Kit *Writing Rubrics and Anchor Papers *Writing Transparencies *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com

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Grade Level: Fourth

Goal: Habit of Writing: Writing Extensively

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>W-4-11 Students will demonstrate the habit of writing extensively.</p>	<ul style="list-style-type: none"> *Reading Street *Assessment Handbook * Baseline Group Tests *Unit and End-of-Year Benchmark Assessments *Weekly Selection Tests * Informal observations *writing samples *Collins FCAs 	<p>W-4-11.3 Generating topics for writing through journal writing, free writes, poetry, quick writes, scientific observations, learning logs, readers' writers' notebook, and <u>letters and personal notes</u> SF 4.1: 35, 69, 107 4.2: 145, 185, 239 4.3: 295, 341, 379 4.4: 395, 443, 491 4.5: 516, 559, 603 4.6: 641, 689, 732</p> <p>W-4-11.4 <u>Writing in a variety of genres</u> SF 4.1: 221, 61, 107, 112 4.2: 145, 165, 215 4.3: 309, 333, 379 4.4: 395, 434, 491 4.5: 537, 582, 611 4.6: 641, 689, 732, 757</p>	<ul style="list-style-type: none"> *Collins Writing *Reading Street Text *Reading Street Practice Book *Reading Street Grammar and Writing Practice Book *Daily Fix –It Transparencies *Grammar and Writing Book *Grammar Transparencies *Writing Kit *Writing Rubrics and Anchor Papers *Writing Transparencies *http://classroom.jc-schools.net/waltek/ *www.pearsonsuccessnet.com

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Grade Level: Fourth

Goal: Oral Communication Strategies

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>OC-4-1 Students will demonstrate interactive listening in oral communication.</p>	<p>* Informal observations</p> <p>*Reading Street</p> <p>*Assessment Handbook</p>	<p>OC-4-1.1 Following verbal instructions to perform tasks, to answer questions, or to solve problems SF 4.1: 39d, 87d, 187d, 239d 4.2: 187d, 259d 4.3: 292d, 313d, 337d, 359d, 383d 4.4: 415d, 439d, 465d, 487d, 507d 4.5: 537d, 559d, 581d, 607, 628d 4.6: 659d</p> <p>OC-4-1.2 Identifying cue words to categorize and understand content to summarize, question, or contribute to information presented SF 4.1: 39d, 87d 4.2: 187d, 239d, 259d 4.3: 291d, 313d, 337d 4.4: 415d, 439d, 465d 4.5: 537d, 559d, 607d 4.6: 659d</p> <p>OC-4-1.4 Participating in large and small group discussions to show understanding how other group members think SF 4.1: 39d, 87d, 111d, 133d 4.2: 187d, 239d, 259d 4.3: 291d, 313d, 337d 4.4: 415d, 439d, 465d 4.5: 537d, 559d, 607d 4.6: 659d</p>	<p>*Reading Street Text</p> <p>*Reading Street Practice Book</p> <p>*Audio Text CDs</p>

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Goal: Oral Communication Strategies

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>OC-4-1 Students will demonstrate interactive listening in oral communication.</p>	<p>* Informal observations</p> <p>*Reading Street</p> <p>*Assessment Handbook</p>	<p>OC-4-1.5 Identifying choices, alternatives and consequences for problem solving SF 4.1: 87d, 133d 4.2: 259d 4.3: 383d 4.4: 507d</p> <p>OC-4-1.5b Attending to speaker and waiting for appropriate turn to speak SF 4.1: 39d, 133d, 187d, 239d 4.2: 259d 4.3: 313d 4.4: 415d, 465d, 507d 4.5: 537d, 559d, 581d 4.6: 659d, 685d</p>	<p>*Reading Street Text</p> <p>*Reading Street Practice Book</p> <p>*Audio Text CDs</p>

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Goal: Oral Communication Strategies

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>OC-4-2 Students will make oral presentations in oral communication.</p>	<ul style="list-style-type: none"> * Informal observations *Reading Street *Assessment Handbook 	<p>OC-4-2.1 Identifying rules that regulate social conventions in small groups (e.g. interviews, small group discussions) SF 4.1: 39d, 65d, 87d 4.2: 239d 4.3: 313d, 359d, 383d 4.4: 415d, 439d, 465d, 507d 4.5: 607d 4.6: 659d, 737d</p> <p>OC-4-2.2 Identifying how different verbal and nonverbal choices alter the meanings conveyed to others SF 4.1: 87d 4.2: 161d, 259d 4.3: 291d, 337d, 359d 4.4: 439d, 465d 4.5: 537d, 559d 4.6: 737d</p>	<ul style="list-style-type: none"> *Reading Street Text *Reading Street Practice Book *Audio Text CDs

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Goal: Oral Communication Strategies

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>OC-4-2 Students will make oral presentations in oral communication.</p>	<p>* Informal observations</p> <p>*Reading Street</p> <p>*Assessment Handbook</p>	<p>OC-4-2.3 Telling stories, giving information using details, providing conclusions that include inflectional tone to convey meaning EXAMPLE: using books, pictures, graphics, or artifacts SF 4.1: 39d, 65d, 87d 4.2: 161d, 187d, 259d 4.3: 313d, 337d, 359d, 383d 4.4: 439d, 465d, 507d 4.5: 537d, 559d, 581d, 629d 4.6: 685d, 737d</p> <p>OC-4-2.4 Providing effective and appropriate feedback SF 4.1: 39d, 87d 4.2: 259d 4.5: 581d 4.6: 761d</p> <p>OC-4-2.5 Using variety of strategies to engage audience (e.g. eye contact, voice tone, and gesture) SF 4.1: 39d, 65d, 87d 4.2: 161d 4.3: 292d, 337d, 358d, 383d 4.4: 439d, 465d, 487d 4.5: 537d, 559d, 581d, 629d 4.6: 659d, 685d8888</p>	<p>*Reading Street Text</p> <p>*Reading Street Practice Book</p> <p>*Audio Text CDs</p>

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PreK	<ul style="list-style-type: none"> -Left to right -Top to bottom 	<ul style="list-style-type: none"> -1-2 details -Label picture -Draw favorite character -Draw favorite part of story 	<ul style="list-style-type: none"> -2-5 colors -Picture as big as your hand 	<ul style="list-style-type: none"> -First Name -Correct letter formation
K	<ul style="list-style-type: none"> -Left/Right -Finger Spacing -Beginning/Middle/End 	<ul style="list-style-type: none"> -Label drawing/ Letter correlation -Picture w/2-5 details -Label drawing/write sentence 	<ul style="list-style-type: none"> -Use 2-5 colors -Picture as big as Hand -1 naming /1 action/ 1 describing word in sentence 	<ul style="list-style-type: none"> -First and last name -Capitalize first word in sentence & Ending punctuation -Correct letter and number formation
1	<ul style="list-style-type: none"> -Left to right -Sequence beginning, middle and end -Topic sentence 	<ul style="list-style-type: none"> -Label drawing/writing 3-5 sentences -Graphic organizer/Thinking Maps -20+ words within sustained writing period 	<ul style="list-style-type: none"> -Picture big as your hand -At least 5 colors -1 naming/ 1 action/ 1 describing word -Vary beginning of sentence 	<ul style="list-style-type: none"> -Correct letter and number formation -Spacing -Capital and ending punctuation/complete sentences -Correct spelling including high frequency and amazing words -Word order and sentence structure makes sense

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2	<ul style="list-style-type: none"> -Topic sentence -restate the question -Steps in order 	<ul style="list-style-type: none"> -Stay on topic -Support topic sentence with details -All story elements -Use content vocabulary 	<ul style="list-style-type: none"> -Vary sentence beginnings -Write a good strong sentence stressing all parts of speech -Use expanders 	<ul style="list-style-type: none"> -Capitals/punctuation -Legibility -Complete sentences -Word order and sentence structure makes sense -Correct spelling including high frequency and amazing words
3	<ul style="list-style-type: none"> -Topic sentence -Strong open/close -Transitions 	<ul style="list-style-type: none"> -3 facts with supporting details -All story elements -Use content vocabulary 	<ul style="list-style-type: none"> -Vary sentence beginnings -Use sensory language -Write a good strong sentence stressing all parts of speech 	<ul style="list-style-type: none"> -Commas -Spelling “no excuse” words -Subject/verb agreement -Self and peer editing
4	<ul style="list-style-type: none"> -Topic sentence and 5 details and clincher -Intro and conclusion paragraph 	<ul style="list-style-type: none"> -5 sentences per paragraph with at least 3 facts/supporting details -Relevant supporting details -Compare/contrast details 	<ul style="list-style-type: none"> -Sentence variety - Vivid language 	<ul style="list-style-type: none"> -Self and peer editing -Word order and sentence structure makes sense -Complete sentences

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5	<ul style="list-style-type: none"> -Topic sentence/5 details/clincher -Restate question -Ending restates focus/purpose -Sequence 	<ul style="list-style-type: none"> -5 details/evidence -Content vocabulary -Compare/contrast details 	<ul style="list-style-type: none"> -Sentence variety -Vary word choice/unnecessary words -Vary topic sentence and clincher 	<ul style="list-style-type: none"> -Complete Sentences/Punctuation/Capitalization -Self edit
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