

ENGLISH TEACHING TARGETS

FOURTH GRADE

<i>First Six Weeks</i>				
<i>Benchmark Number</i>	<i>Benchmark</i> • <i>Teaching Targets</i>	<i>Tested</i>	<i>Resource</i>	<i>Taught</i>
UNIT 1				
GRAMMAR				
ELA-3-E3	<i>Demonstrating standard English structure and usage</i>			
	• Write simple declarative, exclamatory, imperative, and interrogative sentences.	L21/ITBS		
	• Orally express and write ideas in complete sentences.	L21		
	• Write compound sentences.			
	• Use connecting words appropriately (and, but).	ITBS		
	• Identify the function (simple subject, simple predicate).			
	• Compose sentences with compound subject or compound predicates.			
	• Detect and correct sentence fragments.	L21		
MECHANICS AND USAGE				
ELA-3-E2	<i>Demonstrating use of punctuation (e.g., comma, apostrophe, period, question mark, exclamation mark), capitalization, and abbreviations in final drafts of writing assignments</i>			
	• Use correct punctuation (period, question mark, exclamation point,) in sentences.	L21		
ELA-3-E3	<i>Demonstrating standard English structure and usage</i>			
	• Detect and correct run-on sentences.	L21		
SKILLS				
ELA-5-E3	<i>Locating, gathering, and selecting information using graphic organizers, simple outlining, note taking, and summarizing to produce texts and graphics</i>			
	• Locating, gathering, and selecting information using graphic organizers, simple outlining, note taking, and summarizing to produce texts and graphics.	L21		
WRITING				
ELA-2-E1	<i>Dictating or writing a composition that clearly states or implies a central idea with supporting details in a logical, sequential order</i>			
	• Write a selection showing time order.	ITBS		
	• Write a composition clearly stating a main idea with supporting details in a logical sequential order.	ITBS		
ELA-2-E4	<i>Using narration, description, exposition, and persuasion to develop compositions (e.g., notes, stories, letters, poems, logs)</i>			
	• Write a personal narrative.	L21		
ELA-2-E3	<i>Creating written texts using the writing process</i>			
	• Participate in the 5 steps of the Writing Process.	L21		
ELA-1-E1	<i>Gaining meaning from print and building vocabulary using a full range of strategies (e.g., self-monitoring and correcting, searching, cross-checking), evidenced by reading behaviors while using the cuing systems (e.g., phonics, sentence structure, meaning)</i>			
	• Use words that express feelings.	L21		

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<i>First Six Weeks (continued)</i>				
<i>Benchmark Number</i>	<i>Benchmark</i> • <i>Teaching Targets</i>	<i>Tested</i>	<i>Resource</i>	<i>Taught</i>
ELA-7-E4	<i>Distinguishing fact from opinion, skimming and scanning for facts, determining cause and effect, generating inquiry, and making connections with real-life situations</i>			
	• Recognize inquiry words.	L21		
	• Distinguishing fact from opinion, skimming and scanning for facts, determining cause and effect, generating inquiry, and making connections with real-life situations	L21		
ELA-5-E6	<i>Interpreting graphic organizers (e.g., charts/graphs, tables/schedules, Diagrams/maps)</i>			
	• Interpret charts, graphs, tables, schedules, diagrams and maps.	L21		
ELA-2-E2	<i>Focusing on language, concepts, and ideas that show an awareness of the intended audience and/or purpose (e.g., classroom, real-life, workplace) in developing compositions</i>			
	• Categorize items & write lists of related items.	L21		
ELA-5-E2	<i>Locating and evaluating information sources (e.g., print materials, databases, CD-ROM references, Internet information, electronic reference works, community and government data, television and radio resources, audio and visual materials)</i>			
	• Locate and evaluate data from a variety of informational sources, a book, Internet, CD-Rom, outlines, encyclopedia, almanac, index, dictionary, newspapers, magazines, and periodicals.	L21		
ELA-3-E5	<i>Spelling accurately using strategies (e.g., letter-sound correspondence, hearing and recording sounds in sequence, spelling patterns, pronunciation) and resources (e.g., glossary, dictionary) when necessary</i>			
	• Spell words correctly.	L21		
LISTENING AND SPEAKING				
ELA-4-E5	<i>Speaking and listening for a variety of audiences (e.g., classroom, real-life, workplace) and purposes (e.g., awareness, concentration, enjoyment, information, problem solving)</i>			
	• Listen for specific purposes.			
	• Use correct public speaking skills.			
ELA-4-E6	<i>Listening and responding to a wide variety of media (e.g., music, TV, film, speech)</i>			
	• Listen/ respond to music, television, and film.			
ELA-7-E4	<i>Distinguishing fact from opinion, skimming and scanning for facts, determining cause and effect, generating inquiry, and making connections with real-life situations</i>			
	• Orally express opinions and viewpoints.			
VIEWING AND REPRESENTING				
ELA-5-E2	<i>Locating and evaluating information sources (e.g., print materials, databases, CD-ROM references, Internet information, electronic reference works, community and government data, television and radio resources, audio and visual materials)</i>			
	• Locate/ evaluate electronic reference works.			
	• Locate/ evaluate television resources.			
	• Locate/ evaluate audio/ visual material.			

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<i>Second Six Weeks</i>				
<i>Benchmark Number</i>	<i>Benchmark</i> • <i>Teaching Targets</i>	<i>Tested</i>	<i>Resource</i>	<i>Taught</i>
UNIT 2				
GRAMMAR				
ELA-3-E2	<i>Demonstrating use of punctuation (e.g., comma, apostrophe, period, question mark, exclamation mark), capitalization, and abbreviations in final drafts of writing assignments</i>			
	• Correctly use the apostrophe with singular & plural possessive nouns.	L21		
*	• Use comma after a last name when written first & with noun of address.	L21		
ELA-3-E3	<i>Demonstrating standard English structure and usage</i>			
	• Use appropriate form of regular/irregular noun form.	L21		
	• Use appropriate form of singular & plural possessive nouns.	L21		
*	• Use noun of address correctly.	L21		
ELA-3-E4	<i>Using knowledge of the parts of speech to make choices for writing</i>			
	• Recognize nouns.			
	• Recognize singular & plural nouns s, es.			
*	• Recognize & form plural nouns ending in f and fe.	L21		
	• Recognize & form plural nouns when y is changed to I before adding es.	L21		
	• Distinguish between common & plural nouns.	L21		
	• Recognize & form common nouns remaining the same in singular & plural forms.			
	• Form irregular plural of common nouns.	L21		
	• Recognize & form singular & plural possessives.	L21		
MECHANICS AND USAGE				
ELA-3-E2	<i>Demonstrating use of punctuation (e.g., comma, apostrophe, period, question mark, exclamation mark), capitalization, and abbreviations in final drafts of writing assignments</i>			
	• Use capital letters with books, poems, reports, stories, initials, abbreviations, pronoun, I, languages, people, religion, political parties, specific clubs, and businesses, states, towns, streets, countries.	L21		
	• Use a period after abbreviations & initials.	L21		
ELA-3-E3	<i>Demonstrating standard English structure and usage</i>			
**	• Use noun of address correctly.		DOL+	
**	• Use comma after last name when written first and with noun of address		DOL+	

* Not found in McGraw Hill

** Will be covered in Unit 6

ENGLISH TEACHING TARGETS FOURTH GRADE

<i>Second Six Weeks (continued)</i>				
<i>Benchmark Number</i>	<i>Benchmark • Teaching Targets</i>	<i>Tested</i>	<i>Resource</i>	<i>Taught</i>
ELA-2-E4	<i>Using narration, description, exposition, and persuasion to develop compositions (e.g., notes, stories, letters, poems, logs)</i>			
	• Write simple nursery rhymes/riddles/jingles/poems.	ITBS	p. 119	
SKILLS				
ELA-1-E1	<i>Gaining meaning from print and building vocabulary using a full range of strategies (e.g., self-monitoring and correcting, searching, cross-checking), evidenced by reading behaviors while using the cuing systems (e.g., phonics, sentence structure, meaning)</i>			
	• Recognize compound words			
ELA-5-E1	<i>Recognizing and using organizational features of printed text, other media, and electronic information (e.g., parts of a text, alphabetizing, captions, legends, pull-down menus, keyword searches, icons, passwords, entry menu features)</i>			
	• Identify table of contents, title page, glossary, and index.	ITBS		
ELA-2-E2	<i>Focusing on language, concepts, and ideas that show an awareness of the intended audience and/or purpose (e.g., classroom, real-life, workplace) in developing compositions</i>			
	• Write sentences, a paragraph, and a story to describe objects/people/places/animals.	L21		
ELA-2-E4	<i>Using narration, description, exposition, and persuasion to develop compositions (e.g., notes, stories, letters, poems, logs)</i>			
	• Use vivid, precise words in written descriptions.			
ELA-2-E6	<i>Writing as a response to texts and life experiences (e.g., journals, letters, lists)</i>			
	• Write sentences describing an experience involving 1 or more of the senses.	L21		
	• Write sentences and a paragraph describing a specific emotion.	L21		
ELA-5-E1	<i>Recognizing and using organizational features of printed text, other media, and electronic information (e.g., parts of a text, alphabetizing, captions, legends, pull-down menus, keyword searches, icons, passwords, entry menu features)</i>			
	• Use captions & legends for information.	L21	p.117	
WRITING				
ELA-2-E3	<i>Creating written texts using the writing process</i>			
	• Participate in the 5 steps of the Writing Process (Compare and Contrast).	L21		
ELA-7-E4	<i>Distinguishing fact from opinion, skimming and scanning for facts, determining cause and effect, generating inquiry, and making connections with real-life situations</i>			
	• Recognize inquiry words.	L21		
ELA-5-E6	<i>Interpreting graphic organizers (e.g., charts/graphs, tables/schedules, Diagrams/maps)</i>			
	• Interpret charts, graphs, tables, schedules, diagrams and maps.	L21		

ENGLISH TEACHING TARGETS

FOURTH GRADE

<i>Second Six Weeks (continued)</i>				
<i>Benchmark Number</i>	<i>Benchmark</i> • <i>Teaching Targets</i>	<i>Tested</i>	<i>Resource</i>	<i>Taught</i>
<i>ELA-2-E2</i>	<i>Focusing on language, concepts, and ideas that show an awareness of the intended audience and/or purpose (e.g., classroom, real-life, workplace) in developing compositions</i>			
	• Categorize items & write lists of related items.	L21		
<i>ELA-7-E4</i>	<i>Distinguishing fact from opinion, skimming and scanning for facts, determining cause and effect, generating inquiry, and making connections with real-life situations</i>			
	• Distinguishing fact from opinion, skimming and scanning for facts, determining cause and effect, generating inquiry, and making connections with real-life situations.	L21		
<i>ELA-5-E2</i>	<i>Locating and evaluating information sources (e.g., print materials, databases, CD-ROM references, Internet information, electronic reference works, community and government data, television and radio resources, audio and visual materials)</i>			
	• Locate and evaluate data from a variety of informational sources, a book, Internet, CD-Rom, outlines, encyclopedia, almanac, index, dictionary, newspapers, magazines, and periodicals.	L21		
LISTENING AND SPEAKING				
<i>ELA-4-E5</i>	<i>Speaking and listening for a variety of audiences (e.g., classroom, real-life, workplace) and purposes (e.g., awareness, concentration, enjoyment, information, problem solving)</i>			
	• Listen for specific purposes.			
	• Use correct public speaking skills.			
<i>ELA-4-E6</i>	<i>Listening and responding to a wide variety of media (e.g., music, TV, film, speech)</i>			
	• Listen/respond to music, television, and film.			
<i>ELA-7-E4</i>	<i>Distinguishing fact from opinion, skimming and scanning for facts, determining cause and effect, generating inquiry, and making connections with real-life situations</i>			
	• Orally express opinions and viewpoints.			
VIEWING AND REPRESENTING				
<i>ELA-5-E2</i>	<i>Locating and evaluating information sources (e.g., print materials, databases, CD-ROM references, Internet information, electronic reference works, community and government data, television and radio resources, audio and visual materials)</i>			
	• Locate/evaluate electronic reference works.			
	• Locate/evaluate television resources.			
	• Locate/evaluate audio/visual material.			

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<i>Third Six Weeks</i>				
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UNIT 3				
GRAMMAR				
ELA-3-E3	<i>Demonstrating standard English structure and usage</i>			
	• Recognizes and use appropriate inflection endings to express verb tense and number.	L21		
	•			
	• Use appropriate helping and main verbs.	L21		
	• Recognize and use appropriate verb tense.	L21		
	• Makes simple predicate agree with simple subject, identify the function of words (simple predicate and simple subject).	L21		
ELA-3-E4	<i>Using knowledge of the parts of speech to make choices for writing</i>			
	• Recognize and use form verbs.	L21		
	• Recognize and use past tense form of verbs.	L21		
MECHANICS AND USAGE				
ELA-3-E2	<i>Demonstrating use of punctuation (e.g., comma, apostrophe, period, question mark, exclamation mark), capitalization, and abbreviations in final drafts of writing assignments</i>			
	• Use commas with day of month & year, greeting & closing of a letter, between names of cities & states, & words in a series.	L21		
	• Correctly use apostrophes with contractions.	L21		
SKILLS				
ELA-5-E1	<i>Recognizing and using organizational features of printed text, other media, and electronic information (e.g., parts of a text, alphabetizing, captions, legends, pull-down menus, keyword searches, icons, passwords, entry menu features)</i>			
	• Identify/use card catalog.	ITBS		
ELA-1-E1	<i>Gaining meaning from print and building vocabulary using a full range of strategies (e.g., self-monitoring and correcting, searching, cross-checking), evidenced by reading behaviors while using the cuing systems (e.g., phonics, sentence structure, meaning)</i>			
	• Know meaning of word with suffixes and prefixes.	L21		
ELA-2-E3	<i>Creating written texts using the writing process</i>			
	• Write a topic sentence for a paragraph on a given topic.	L21		
WRITING				
ELA-2-E3	<i>Creating written texts using the writing process</i>			
	• Participate in the 5 steps of the Writing Process (persuasive).	L21		

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<i>Third Six Weeks (continued)</i>				
<i>Benchmark Number</i>	<i>Benchmark</i> • <i>Teaching Targets</i>	<i>Tested</i>	<i>Resource</i>	<i>Taught</i>
ELA-7-E4	<i>Distinguishing fact from opinion, skimming and scanning for facts, determining cause and effect, generating inquiry, and making connections with real-life situations</i>			
	• Recognize inquiry words	L21		
	• Distinguishing fact from opinion, skimming and scanning for facts, determining cause and effect, generating inquiry, and making connections with real-life situations.	L21		
ELA-5-E6	<i>Interpreting graphic organizers (e.g., charts/graphs, tables/schedules, Diagrams/maps)</i>			
	• Interpret charts, graphs, tables, schedules, diagrams, and maps. •	L21		
ELA-2-E2	<i>Focusing on language, concepts, and ideas that show an awareness of the intended audience and/or purpose (e.g., classroom, real-life, workplace) in developing compositions</i>			
	• Categorize items and write lists of related items.	L21		
ELA-5-E2	<i>Locating and evaluating information sources (e.g., print materials, databases, CD-ROM references, Internet information, electronic reference works, community and government data, television and radio resources, audio and visual materials)</i>			
	• Locate and evaluate date from a variety of informational sources/ a book, Internet, CD-Rom, outlines, encyclopedia, almanac, index, dictionary, newspapers, magazines, and periodicals.	L21		
ELA-2-E4	<i>Using narration, description, exposition, and persuasion to develop compositions (e.g., notes, stories, letters, poems, logs)</i>			
	• Write a friendly letter	L21	p.242	
ELA-3-E2	<i>Demonstrating use of punctuation (e.g., comma, apostrophe, period, question mark, exclamation mark), capitalization, and abbreviations in final drafts of writing assignments</i>			
	• Capitalize headings, salutations, and closings of a letter.	L21		
ELA-3-E5	<i>Spelling accurately using strategies (e.g., letter-sound correspondence, hearing and recording sounds in sequence, spelling patterns, pronunciation) and resources (e.g., glossary, dictionary) when necessary</i>			
	• Spell words correctly.	L21		
LISTENING AND SPEAKING				
ELA-4-E5	<i>Speaking and listening for a variety of audiences (e.g., classroom, real-life, workplace) and purposes (e.g., awareness, concentration, enjoyment, information, problem solving)</i>			
	• Listen for specific purposes.			
	• Use correct public speaking skills.			
ELA-4-E6	<i>Listening and responding to a wide variety of media (e.g., music, TV, film, speech)</i>			
	• Listen/respond to music, television, and film.			

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<i>Third Six Weeks (continued)</i>				
<i>Benchmark Number</i>	<i>Benchmark</i> • <i>Teaching Targets</i>	<i>Tested</i>	<i>Resource</i>	<i>Taught</i>
<i>ELA-7-E4</i>	<i>Distinguishing fact from opinion, skimming and scanning for facts, determining cause and effect, generating inquiry, and making connections with real-life situations</i>			
	• Orally express opinions and viewpoints.			
VIEWING AND REPRESENTING				
<i>ELA-5-E2</i>	<i>Locating and evaluating information sources (e.g., print materials, databases, CD-ROM references, Internet information, electronic reference works, community and government data, television and radio resources, audio and visual materials)</i>			
	• Locate/evaluate electronic reference works.			
	• Locate/evaluate television resources.			
	• Locate/evaluate audio/visual materials.			

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<i>Fourth Six Weeks</i>				
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UNIT 4				
GRAMMAR				
ELA-3-E4	<i>Using knowledge of the parts of speech to make choices for writing</i>			
	• Recognize adjectives.	L21/ITBS		
ELA-3-E3	<i>Demonstrating standard English structure and usage</i>			
	• Use article adjectives.	L21		
	• Use comparative and superlative forms of adjectives.	L21		
MECHANICS AND USAGE				
ELA-3-E2	<i>Demonstrating use of punctuation (e.g., comma, apostrophe, period, question mark, exclamation mark), capitalization, and abbreviations in final drafts of writing assignments</i>			
	• Use capital letters with books, poems, reports, stories, initials, abbreviations, pronoun I, languages, people, religion, political parties, specific clubs, and businesses, states, towns, streets, countries.	L21		
	• Use a period after abbreviations & initials.	L21		
	• Use commas with day of month & year, greeting & closing of a letter, between names of cities & states, & words in a series.	L21		
	• Capitalize headings, salutations, and closings of a letter.	L21		
SKILLS				
ELA-5-E6	<i>Interpreting graphic organizers (e.g., charts/graphs, tables/schedules, Diagrams/maps)</i>			
	• Interpret charts, graphs, tables, schedules, diagrams & maps.	L21		
ELA-2-E1	<i>Dictating or writing a composition that clearly states or implies a central idea with supporting details in a logical, sequential order</i>			
	• Write a selection showing time order.	L21/ ITBS		
ELA-1-E1	<i>Gaining meaning from print and building vocabulary using a full range of strategies (e.g., self-monitoring and correcting, searching, cross-checking), evidenced by reading behaviors while using the cuing systems (e.g., phonics, sentence structure, meaning)</i>			
	• Identify & uses synonyms and antonyms.	L21		
WRITING				
ELA-2-E2	<i>Focusing on language, concepts, and ideas that show an awareness of the intended audience and/or purpose (e.g., classroom, real-life, workplace) in developing compositions</i>			
	• Write one or more paragraphs explaining a process.	L21		
ELA-2-E3	<i>Creating written texts using the writing process</i>			
	• Participate in the 5 steps of the Writing Process.	L21		

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FOURTH GRADE

<i>Fourth Six Weeks (continued)</i>				
<i>Benchmark Number</i>	<i>Benchmark</i> • <i>Teaching Targets</i>	<i>Tested</i>	<i>Resource</i>	<i>Taught</i>
ELA-7-E4	<i>Distinguishing fact from opinion, skimming and scanning for facts, determining cause and effect, generating inquiry, and making connections with real-life situations</i>			
	• Recognize inquiry words.	L21		
	• Distinguishing fact from opinion, skimming and scanning for facts, determining cause and effect, generating inquiry, and making connections with real-life situations.	L21		
ELA-5-E6	<i>Interpreting graphic organizers (e.g., charts/graphs, tables/schedules, Diagrams/maps)</i>			
	• Interpret charts, graphs, tables, schedules, diagrams, and maps.	L21		
ELA-2-E2	<i>Focusing on language, concepts, and ideas that show an awareness of the intended audience and/or purpose (e.g., classroom, real-life, workplace) in developing compositions</i>			
	• Categorize items & write lists of related items.	L21		
ELA-5-E2	<i>Locating and evaluating information sources (e.g., print materials, databases, CD-ROM references, Internet information, electronic reference works, community and government data, television and radio resources, audio and visual materials)</i>			
	• Locate and evaluate data from a variety of informational sources, a book, Internet, CD-Rom, outlines, encyclopedia, almanac, index, dictionary, newspapers, magazines, and periodicals.	L21		
ELA-2-E1	<i>Dictating or writing a composition that clearly states or implies a central idea with supporting details in a logical, sequential order</i>			
	• Write a story in sequential order from a series of pictures.	L21		
ELA-3-E5	<i>Spelling accurately using strategies (e.g., letter-sound correspondence, hearing and recording sounds in sequence, spelling patterns, pronunciation) and resources (e.g., glossary, dictionary) when necessary</i>			
	• Spell words correctly.	L21		
LISTENING AND SPEAKING				
ELA-4-E5	<i>Speaking and listening for a variety of audiences (e.g., classroom, real-life, workplace) and purposes (e.g., awareness, concentration, enjoyment, information, problem solving)</i>			
	• Listen for specific purposes.			
	• Use correct public speaking skills.			
ELA-4-E6	<i>Listening and responding to a wide variety of media (e.g., music, TV, film, speech)</i>			
	• Listen/respond to music, television, and film.			
ELA-7-E4	<i>Distinguishing fact from opinion, skimming and scanning for facts, determining cause and effect, generating inquiry, and making connections with real-life situations</i>			
	• Orally express opinions and viewpoints.			

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<i>Fourth Six Weeks (continued)</i>				
<i>Benchmark Number</i>	<i>Benchmark</i> • <i>Teaching Targets</i>	<i>Tested</i>	<i>Resource</i>	<i>Taught</i>
VIEWING AND REPRESENTING				
<i>ELA-5-E2</i>	<i>Locating and evaluating information sources (e.g., print materials, databases, CD-ROM references, Internet information, electronic reference works, community and government data, television and radio resources, audio and visual materials)</i>			
	• Locate/evaluate electronic reference works.			
	• Locate/evaluate television resources.			
	• Locate/evaluate audio/visual material.			

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UNIT 5				
GRAMMAR				
ELA-3-E3	<i>Demonstrating standard English structure and usage</i>			
	• Use plural and singular possessive pronouns.			
	• Make appropriate object pronouns.			
	• Use appropriate subject pronouns.			
*	• Use demonstrative pronouns. (this, that, these, those)			
	• Identify pronouns referent in the same or a previous sentence.			
	• Make pronoun and antecedent agree (definite and indefinite)			
ELA-3-E4	<i>Using knowledge of the parts of speech to make choices for writing</i>			
	• Recognize pronouns.			
MECHANICS AND USAGE				
ELA-3-E2	<i>Demonstrating use of punctuation (e.g., comma, apostrophe, period, question mark, exclamation mark), capitalization, and abbreviations in final drafts of writing assignments</i>			
	• Use quotation marks to show exact words of a speaker			
	• Introduce use of periods and commas correctly with quotation marks.			
	• Correctly use apostrophes with contractions.	L21		
SKILLS				
ELA-3-E5	<i>Spelling accurately using strategies (e.g., letter-sound correspondence, hearing and recording sounds in sequence, spelling patterns, pronunciation) and resources (e.g., glossary, dictionary) when necessary</i>			
	• Locate words & or phrases in a dictionary.	L21		
	• Locate words & re-spellings in a dictionary.	L21		
ELA-1-E1	<i>Gaining meaning from print and building vocabulary using a full range of strategies (e.g., self-monitoring and correcting, searching, cross-checking), evidenced by reading behaviors while using the cuing systems (e.g., phonics, sentence structure, meaning)</i>			
	• Recognize and use synonyms / antonyms, homophones, & homographs.			
WRITING				
ELA-2-E2	<i>Focusing on language, concepts, and ideas that show an awareness of the intended audience and/or purpose (e.g., classroom, real-life, workplace) in developing compositions</i>			
	• Write sentences, a paragraph, and a story to describe objects / people / places / animals.	L21		
ELA-2-E3	<i>Creating written texts using the writing process</i>			
	• Participate in the 5 steps of the Writing Process.	L21		

* Not found in McGraw Hill

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ENGLISH TEACHING TARGETS

FOURTH GRADE

<i>Fifth Six Weeks (continued)</i>				
<i>Benchmark Number</i>	<i>Benchmark</i> • <i>Teaching Targets</i>	<i>Tested</i>	<i>Resource</i>	<i>Taught</i>
ELA-7-E4	<i>Distinguishing fact from opinion, skimming and scanning for facts, determining cause and effect, generating inquiry, and making connections with real-life situations</i>			
	• Recognize inquiry words.			
	• Distinguishing fact from opinion, skimming and scanning for facts, determining cause and effect, generating inquiry, and making connections with real-life situations.			
ELA-5-E6	<i>Interpreting graphic organizers (e.g., charts/graphs, tables/schedules, Diagrams/maps)</i>			
	• Interpret charts, graphs, tables, schedules, diagrams and maps.	L21		
ELA-2-E2	<i>Focusing on language, concepts, and ideas that show an awareness of the intended audience and/or purpose (e.g., classroom, real-life, workplace) in developing compositions</i>			
	• Categorize items & write lists of related items.	L21		
ELA-5-E2	<i>Locating and evaluating information sources (e.g., print materials, databases, CD-ROM references, Internet information, electronic reference works, community and government data, television and radio resources, audio and visual materials)</i>			
	• Locate and evaluate data from a variety of informational sources, a book, Internet, CD-Rom, outlines, encyclopedia, almanac, index, dictionary, newspapers, magazines, and periodicals.	L21		
ELA-3-E5	<i>Spelling accurately using strategies (e.g., letter-sound correspondence, hearing and recording sounds in sequence, spelling patterns, pronunciation) and resources (e.g., glossary, dictionary) when necessary</i>			
	• Spell words correctly.			
LISTENING AND SPEAKING				
ELA-4-E5	<i>Speaking and listening for a variety of audiences (e.g., classroom, real-life, workplace) and purposes (e.g., awareness, concentration, enjoyment, information, problem solving)</i>			
	• Listen for specific purposes.			
	• Use correct public speaking skills.			
ELA-4-E6	<i>Listening and responding to a wide variety of media (e.g., music, TV, film, speech)</i>			
	• Listen / respond to music, television, and film.			
ELA-7-E4	<i>Distinguishing fact from opinion, skimming and scanning for facts, determining cause and effect, generating inquiry, and making connections with real-life situations</i>			
	• Orally express opinions and viewpoints.			
VIEWING AND REPRESENTING				
ELA-5-E2	<i>Locating and evaluating information sources (e.g., print materials, databases, CD-ROM references, Internet information, electronic reference works, community and government data, television and radio resources, audio and visual materials)</i>			
	• Locate / evaluate electronic reference works.			
	• Locate / evaluate television resources.			
	• Locate / evaluate audio / visual material.			

ENGLISH TEACHING TARGETS
FOURTH GRADE

Sixth Six Weeks				
<i>Benchmark Number</i>	<i>Benchmark</i> • <i>Teaching Targets</i>	<i>Tested</i>	<i>Resource</i>	<i>Taught</i>
UNIT 6				
GRAMMAR				
ELA-3-E4	<i>Using knowledge of the parts of speech to make choices for writing</i>			
	• Recognize adverbs.			
ELA-3-E3	<i>Demonstrating standard English structure and usage</i>			
	• Form and use adverbs correctly.	ITBS		
MECHANICS AND USAGE				
ELA-3-E3	<i>Demonstrating standard English structure and usage</i>			
	• Use noun of address correctly.	L21	DOL Plus 2 nd Six Weeks	
ELA-3-E2	<i>Demonstrating use of punctuation (e.g., comma, apostrophe, period, question mark, exclamation mark), capitalization, and abbreviations in final drafts of writing assignments</i>			
	• Use comma after a last name when written first & with noun of address.	L21	DOL Plus	
	• Identify the correct use of colon, semicolon.			
SKILLS				
ELA-5-E2	<i>Locating and evaluating information sources (e.g., print materials, databases, CD-ROM references, Internet information, electronic reference works, community and government data, television and radio resources, audio and visual materials)</i>			
	• Locate / evaluate information sources.			
ELA-5-E5	<i>Giving credit for borrowed information by telling or listing sources</i>			
	• Give credit for borrowed information by listing sources.	ITBS		
ELA-1-E1	<i>Gaining meaning from print and building vocabulary using a full range of strategies (e.g., self-monitoring and correcting, searching, cross-checking), evidenced by reading behaviors while using the cuing systems (e.g., phonics, sentence structure, meaning)</i>			
	• Know meaning of word with suffixes and prefixes.			
ELA-5-E3	<i>Locating, gathering, and selecting information using graphic organizers, simple outlining, note taking, and summarizing to produce texts and graphics</i>			
	• Locate / gather / select information using outlining to produce texts / graphics.	ITBS		
ELA-2-E3	<i>Creating written texts using the writing process</i>			
	• Develop an outline for a written composition.			
WRITING				
ELA-2-E4	<i>Using narration, description, exposition, and persuasion to develop compositions (e.g., notes, stories, letters, poems, logs)</i>			
	• Write an expository essay of brief report from a simple outline.	ITBS/L21		

ENGLISH TEACHING TARGETS
FOURTH GRADE

Sixth Six Weeks (continued)				
Benchmark Number	Benchmark • Teaching Targets	Tested	Resource	Taught
ELA-2-E2	Focusing on language, concepts, and ideas that show an awareness of the intended audience and/or purpose (e.g., classroom, real-life, workplace) in developing compositions			
	• Write an expository paragraph including a topic sentence.	ITBS/L21		
ELA-2-E3	Creating written texts using the writing process			
	• Participate in the 5 steps of the Writing Process.	L21		
ELA-7-E4	Distinguishing fact from opinion, skimming and scanning for facts, determining cause and effect, generating inquiry, and making connections with real-life situations			
	• Recognize inquiry words.			
	• Distinguishing fact from opinion, skimming and scanning for facts, determining cause and effect, generating inquiry, and making connections with real-life situations.			
ELA-5-E6	Interpreting graphic organizers (e.g., charts/graphs, tables/schedules, Diagrams/maps)			
	• Interpret charts, graphs, tables, schedules, diagrams and maps.	L21		
ELA-2-E2	Focusing on language, concepts, and ideas that show an awareness of the intended audience and/or purpose (e.g., classroom, real-life, workplace) in developing compositions			
	• Categories items & write lists of related items.	L21		
ELA-2-E3	Creating written texts using the writing process			
	• Develop an outline for a written composition.		p.456	
ELA-2-E2	Focusing on language, concepts, and ideas that show an awareness of the intended audience and/or purpose (e.g., classroom, real-life, workplace) in developing compositions			
	• Fill out simple forms.			
ELA-3-E5	Spelling accurately using strategies (e.g., letter-sound correspondence, hearing and recording sounds in sequence, spelling patterns, pronunciation) and resources (e.g., glossary, dictionary) when necessary			
	• Spell words correctly.			
ELA-5-E2	Locating and evaluating information sources (e.g., print materials, databases, CD-ROM references, Internet information, electronic reference works, community and government data, television and radio resources, audio and visual materials)			
	• Locate and evaluate data from a variety of informational sources, a book, Internet, CD-Rom, outlines, encyclopedia, almanac, index, dictionary, newspapers, magazines, and periodicals.	L21		
LISTENING AND SPEAKING				
ELA-4-E5	Speaking and listening for a variety of audiences (e.g., classroom, real-life, workplace) and purposes (e.g., awareness, concentration, enjoyment, information, problem solving)			
	• Listen for specific purposes.			

ENGLISH TEACHING TARGETS
FOURTH GRADE

<i>Sixth Six Weeks (continued)</i>				
<i>Benchmark Number</i>	<i>Benchmark</i> • <i>Teaching Targets</i>	<i>Tested</i>	<i>Resource</i>	<i>Taught</i>
<i>ELA-5-E5</i>	<i>Giving credit for borrowed information by telling or listing sources</i>			
	• Use correct public speaking skills.			
<i>ELA-4-E6</i>	<i>Listening and responding to a wide variety of media (e.g., music, TV, film, speech)</i>			
	• Listen / respond to music, television, and film.			
<i>ELA-7-E4</i>	<i>Distinguishing fact from opinion, skimming and scanning for facts, determining cause and effect, generating inquiry, and making connections with real-life situations</i>			
	• Orally express opinions and viewpoints.			
VIEWING AND REPRESENTING				
<i>ELA-5-E2</i>	<i>Locating and evaluating information sources (e.g., print materials, databases, CD-ROM references, Internet information, electronic reference works, community and government data, television and radio resources, audio and visual materials)</i>			
	• Locate / evaluate electronic reference works.			
	• Locate / evaluate television resources.			
	• Locate / evaluate audio / visual material.			