

ENGLISH LANGUAGE ARTS TEACHING TARGETS
FOURTH GRADE

<i>Ongoing</i>				
<i>Benchmark Number</i>	<i>Benchmark Teaching Targets</i>	<i>Tested</i>	<i>Resource</i>	<i>Taught</i>
1-E1	<i>Gaining meaning from print and building vocabulary using a full range of strategies, evidenced by reading behaviors while using the cuing systems</i>			
	• Recognize vocabulary/Apply Word Attack skills.	L21		
	• Recognize basic sight words.	ITBS/L21		
	• Use context clues to determine missing word in a sentence.	L21		
	• Apply vocabulary in context.	L21		
	• Use context clues to determine multiple meaning.	L21		
1-E2	<i>Using the conventions of print</i>			
	• Demonstrate the concept of left-to-right and top-to-bottom as they relate to reading			
	• Demonstrate the concept of one-to-one matching as they relate to reading			
1-E4	<i>Identifying story elements and literary devices within a selection</i>			
	• Identify and use figurative languages (ex. personification, alliteration, onomatopoeia, metaphors, similes, idioms, flashbacks).	ITBS/L21		
	• Identify story elements (setting, characters, plot, theme, main idea, supporting details, and literary devices within a selection).	L21		
1-E5	<i>Reading, comprehending, and responding to written, spoken, and visual texts in extended passages</i>			
	• Identify the meaning of key vocabulary words in sentences/paragraphs.	L21		
	• Determine meaning of specialized words.	L21		
	• Understand details/specific information in paragraphs.	L21		
	• Read independently and understand vocabulary at 4 th reading level.			
	• Identify key words by skimming.	L21		
	• Understand information in multi-paragraphs.	L21		
1-E6	<i>Interpreting texts to generate connections to real-life situations</i>			
	• Interpret texts to connect to real-life situations.	L21		
1-E7	<i>Reading with fluency for various purposes</i>			
	• Adjust reading rate to material.	L21		
2-E2	<i>Focusing on language, concepts, and ideas that show an awareness of the intended audience and/or purpose in developing compositions</i>			
	• Write thank you notes, friendly letters, and invitations.			
2-E3	<i>Creating written texts using the writing process</i>			
	• Participate in the 5 steps of the Writing Process.			

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<i>Ongoing (continued)</i>				
<i>Benchmark Number</i>	<i>Benchmark Teaching Targets</i>	<i>Tested</i>	<i>Resource</i>	<i>Taught</i>
2-E5	<i>Recognizing and applying literary devices</i>			
	<ul style="list-style-type: none"> Recognize and apply literacy techniques and devices. 	L21		
3-E1	<i>Writing legibly</i>			
	<ul style="list-style-type: none"> During the year, students will hold and guide a pencil correctly and will write legibly in cursive form. 	L21		
4-E2	<i>Giving and following directions/procedures</i>			
	<ul style="list-style-type: none"> Follow directions in answering test questions. 	L21		
	<ul style="list-style-type: none"> Follow multiple step oral and written directions. 	L21		
4-E3	<i>Telling or retelling stories in sequence</i>			
	<ul style="list-style-type: none"> Listen and recall story and story details. 	L21		
4-E5	<i>Speaking and listening for a variety of audiences and purposes</i>			
	<ul style="list-style-type: none"> Listen for specific purposes. 	L21		
5-E2	<i>Locating and evaluating information sources</i>			
	<ul style="list-style-type: none"> 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		
5-E6	<i>Interpreting graphic organizers</i>			
	<ul style="list-style-type: none"> Interpret charts, graphs, tables, schedules, diagrams and maps. 	L21		
6-E2	<i>Recognizing and responding to a variety of classic and contemporary literature from many genres</i>			
	<ul style="list-style-type: none"> Read, respond to, and recognize a variety of literature genre (realistic fiction, historical fiction, autobiography, poetry, fantasy, fable, expository nonfiction, classic historical fiction, tall tales, biography, folk tale, narrative nonfiction, informational article, expository nonfiction, myth, classic biography). 	ITBS/L21		
7-E1	<i>Using comprehension strategies in contexts</i>			
	<ul style="list-style-type: none"> Preview and predict story outcome. 	L21		
	<ul style="list-style-type: none"> Summarize a given selection. 	L21		
7-E2	<i>Problem solving by using reasoning skills, life experiences, and available information</i>			
	<ul style="list-style-type: none"> Apply reasoning skills with live experiences for the purpose of solving problems. 	L21		
7-E3	<i>Recognizing an author's purpose and point of view</i>			
	<ul style="list-style-type: none"> Recognize author's intent to inform, entertain, persuade, and express. 	L21		

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<i>Ongoing (continued)</i>				
<i>Benchmark Number</i>	<i>Benchmark</i> • <i>Teaching Targets</i>	<i>Tested</i>	<i>Resource</i>	<i>Taught</i>
<i>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>			
	• Make connections from the classroom to real-life situations.	L21		

ENGLISH LANGUAGE ARTS TEACHING TARGETS
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<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 ONE				
A Visit With Grandpa				
1-E1	<i>Gaining meaning from print and building vocabulary using a full range of strategies, evidenced by reading behaviors while using the cuing systems</i>			
	• Recognize context clues.		SF	
1-E4	<i>Identifying story elements and literary devices within a selection</i>			
	• Identify setting, theme, and plot.		SF	
2-E6	<i>Writing as a response to texts and life experiences</i>			
	• Write an e-mail.		SF	
5-E2	<i>Locating and evaluating information sources</i>			
	• Use print material to locate and evaluate data about a subject (textbook/trade book)		SF	
6-E2	<i>Recognizing and responding to a variety of classic and contemporary literature from many genres</i>			
	• Identify key differences of various genres.		SF	
	• Identify realistic-fiction.		SF	
6-E3	<i>Identifying key differences of various genres</i>			
	• Identify key differences of various genres.		SF	
	• Identify realistic-fiction.		SF	
7-E1	<i>Using comprehension strategies in contexts</i>			
	• Identify sequence.		SF	
	• Preview and predict story outcome.		SF	
Train to Somewhere				
1-E1	<i>Gaining meaning from print and building vocabulary using a full range of strategies, evidenced by reading behaviors while using the cuing systems</i>			
	• Recognize antonyms.	L21	SF	
	• Recognize context clues.	L21	SF	
1-E2	<i>Using the conventions of print</i>			
	• See on-going skills.	L21	SF	
1-E4	<i>Identifying story elements and literary devices within a selection</i>			
	• Identify and analyze character's traits, feelings and motives.	L21	SF	
1-E5	<i>Reading, comprehending, and responding to written, spoken, and visual texts in extended passages</i>			
	• Listen/retell/recall story detail given in prompt.	L21	SF	
	• Recall and understand details and specific information.	L21	SF	
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 an essay/cause and effect.	L21	SF	

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First Six Weeks (continued)				
Benchmark Number	Benchmark • Teaching Targets	Tested	Resource	Taught
5-E1	Recognizing and using organizational features of printed text, other media, and electronic information			
	• Locate, summarize, and organize information from encyclopedia.	L21	SF	
	• Locate, summarize, and organize information from an almanac.	L21	SF	
5-E6	Interpreting graphic organizers			
	• Interpret atlases and maps.	L21	SF	
6-E2	Recognizing and responding to a variety of classic and contemporary literature from many genres			
	• Recognize and respond to a variety of genre: historical fiction.	L21	SF	
7-E4	Distinguishing fact from opinion, skimming and scanning for facts, determining cause and effect, generating inquiry, and making connections with real-life situations			
	• Determine cause and effect.		SF	
Yingtao's New Friend				
1-E1	Gaining meaning from print and building vocabulary using a full range of strategies, evidenced by reading behaviors while using the cuing systems			
	• Use context to determine multiple meaning.		SF	
	• See on-going skills.		SF	
1-E2	Using the conventions of print			
	• See on-going skills.		SF	
1-E7	Reading with fluency for various purposes			
	• Read with expression.		SF	
3-E2	Demonstrating use of punctuation, capitalization, and abbreviations in final drafts of writing assignments			
	• Use complete sentences in final draft.		SF	
5-E2	Locating and evaluating information sources			
	• Gather information using such tools as the Internet and CD-Roms.		SF	
	• Use a CD-Rom encyclopedia or WWW to gather information.		SF	
6-E1	Recognizing and responding to U. S. and world literature that represents the experiences and traditions of diverse ethnic groups			
	• Use literature related to ethnic groups, traditions and specific holidays.	L21	SF	
6-E2	Recognizing and responding to a variety of classic and contemporary literature from many genres			
	• Recognize and respond to a variety of genre – realistic fiction.		SF	

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<i>First Six Weeks (continued)</i>				
<i>Benchmark Number</i>	<i>Benchmark • Teaching Targets</i>	<i>Tested</i>	<i>Resource</i>	<i>Taught</i>
7-E1	<i>Using comprehension strategies in contexts</i>			
	• Compare and contrast to determine likenesses and differences.		SF	
	• Use clue words to compare and contrast (e.g. – like, as).		SF	
Family Pictures				
1-E1	<i>Gaining meaning from print and building vocabulary using a full range of strategies, evidenced by reading behaviors while using the cuing systems</i>			
	• Recognize and use synonyms		SF	
	• See on-going skills.		SF	
1-E2	<i>Using the conventions of print</i>			
	• See on-going skills.		SF	
1-E7	<i>Reading with fluency for various purposes</i>			
	• Read with accuracy.		SF	
2-E6	<i>Writing as a response to texts and life experiences</i>			
	• Write a description of a personal experience.		SF	
5-E3	<i>Locating, gathering, and selecting information using graphic organizers, simple outlining, note taking, and summarizing to produce texts and graphics</i>			
	• Summarize and organize information by making an outline.		SF	
6-E2	<i>Recognizing and responding to a variety of classic and contemporary literature from many genres</i>			
	• Recognize and respond to a variety of classic and contemporary literature from many genres – autobiography.		SF	
7-E3	<i>Recognizing an author’s purpose and point of view</i>			
	• Recognize author’s intent to inform, entertain, and persuade.		SF	
	• Distinguish between 1 st person and 3 rd person points of view.		SF	
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>			
	• Distinguish fact/opinion.		SF	
6-E2	<i>Recognizing and responding to a variety of classic and contemporary literature from many genres</i>			
	• Recognize and respond to a variety of genre: autobiography.		SF	
Addie in Charge				
1-E1	<i>Gaining meaning from print and building vocabulary using a full range of strategies, evidenced by reading behaviors while using the cuing systems</i>			
	• See on going skills.		SF	

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<i>First Six Weeks (continued)</i>				
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1-E4	<i>Identifying story elements and literary devices within a selection</i>			
	• Identify character traits.		SF	
	• Determine the theme of a story.		SF	
1-E6	<i>Interpreting texts to generate connections to real-life situations</i>			
	• See on-going skills.		SF	
5-E1	<i>Recognizing and using organizational features of printed text, other media, and electronic information</i>			
	• Identify table of contents and index.		SF	
6-E2	<i>Recognizing and responding to a variety of classic and contemporary literature from many genres</i>			
	• Recognize and respond to a variety of genre: historical fiction.		SF	
7-E1	<i>Using comprehension strategies in contexts</i>			
	• See on-going skills.		SF	
Unit One Closer				
2-E4	<i>Using narration, description, exposition, and persuasion to develop compositions</i>			
	• Write a personal narrative.		SF p. 129K-129P	
6-E2	<i>Recognizing and responding to a variety of classic and contemporary literature from many genres</i>			
	• Read and interpret poetry.		SF p 130-133	
	• Identify rhythm and cadence in poems.			
	• Appreciate imagery in poetry.			

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<i>Second Six Weeks</i>				
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UNIT TWO				
From The Cricket in Times Square				
1-E1	<i>Gaining meaning from print and building vocabulary using a full range of strategies, evidenced by reading behaviors while using the cuing systems</i>			
	• Recognize and use synonyms.		SF	
	• See on-going skills.		SF	
1-E4	<i>Identifying story elements and literary devices within a selection</i>			
	• See on-going skills.		SF	
2-E4	<i>Using narration, description, exposition, and persuasion to develop compositions</i>			
	• Write a persuasive passage focusing on topic sentence.		SF	
5-E1	<i>Recognizing and using organizational features of printed text, other media, and electronic information</i>			
	• Use newspapers and magazines to conduct research.		SF	
6-E2	<i>Recognizing and responding to a variety of classic and contemporary literature from many genres</i>			
	• Recognize and respond to a variety of genre: fantasy.		SF	
6-E3	<i>Identifying key differences of various genres</i>			
	• Compare and contrast fantasy and fable.		SF	
7-E1	<i>Using comprehension strategies in contexts</i>			
	• Visualize: use sensory details to create mental images.		SF	
A Big City Dream				
1-E1	<i>Gaining meaning from print and building vocabulary using a full range of strategies, evidenced by reading behaviors while using the cuing systems</i>			
	• See on-going skills.		SF	
	• Identify root words and determine meaning.		SF	
1-E4	<i>Identifying story elements and literary devices within a selection</i>			
	• Identify and analyze character traits and feelings.		SF	
	• Identify examples of slang and informal language.		SF	
2-E6	<i>Writing as a response to texts and life experiences</i>			
	• Write a narrative letter.		SF	
5-E1	<i>Recognizing and using organizational features of printed text, other media, and electronic information</i>			
	• Identify and use the telephone book.		SF	
5-E2	<i>Locating and evaluating information sources</i>			
	• Locate and use information from Internet.		SF	

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Second Six Weeks (continued)				
Benchmark Number	Benchmark • Teaching Targets	Tested	Resource	Taught
6-E2	Recognizing and responding to a variety of classic and contemporary literature from many genres			
	• Recognize and respond to a variety of genre: realistic fiction.		SF	
7-E1	Using comprehension strategies in contexts			
	• Compare and contrast people and events in stories.		SF	
7-E4	Distinguishing fact from opinion, skimming and scanning for facts, determining cause and effect, generating inquiry, and making connections with real-life situations			
	• Determine cause and effect.		SF	
I Love Guinea Pigs				
1-E1	Gaining meaning from print and building vocabulary using a full range of strategies, evidenced by reading behaviors while using the cuing systems			
	• Recognize and use homographs/homophones.	L21	SF	
	• See on-going skills.		SF	
1-E2	Using the conventions of print			
	• See on-going skills.		SF	
2-E4	Using narration, description, exposition, and persuasion to develop compositions			
	• Write a descriptive poem.		SF	
2-E5	Recognizing and applying literary devices			
	• Understand onomatopoeia (understand words that imitate sounds).	L21	SF	
5-E1	Recognizing and using organizational features of printed text, other media, and electronic information			
	• Use text and caption to present information.		SF	
5-E6	Interpreting graphic organizers			
	• Identify data in a table/chart.	L21	SF	
6-E2	Recognizing and responding to a variety of classic and contemporary literature from many genres			
	• Recognize and respond to a variety of genre:		SF	
The Swimming Hole/from On the Banks of Plum Creek				
1-E1	Gaining meaning from print and building vocabulary using a full range of strategies, evidenced by reading behaviors while using the cuing systems			
	• Recognize and use antonyms.	L21	SF	
1-E2	Using the conventions of print			
	• See on-going skills.		SF	
1-E4	Identifying story elements and literary devices within a selection			
	• Identify and analyze the theme of a story.	L21	SF	
	• Identify imagery and sensory language.	L21	SF	
3-E4	Using knowledge of the parts of speech to make choices for writing			
	• Follow multi-step directions.	L21	SF	

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Second Six Weeks (continued)				
Benchmark Number	Benchmark • Teaching Targets	Tested	Resource	Taught
6-E2	<i>Recognizing and responding to a variety of classic and contemporary literature from many genres</i>			
	<ul style="list-style-type: none"> • Recognize and respond to a variety of genre: classic historical fiction 		SF	
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>			
	<ul style="list-style-type: none"> • Determine cause and effect. 		SF	
	<ul style="list-style-type: none"> • Recognize inquiry words. 		SF	
Komodo Dragons				
1-E1	<i>Gaining meaning from print and building vocabulary using a full range of strategies, evidenced by reading behaviors while using the cuing systems</i>			
	<ul style="list-style-type: none"> • See on-going skills. 		SF	
1-E5	<i>Reading, comprehending, and responding to written, spoken, and visual texts in extended passages</i>			
	<ul style="list-style-type: none"> • Recognize stated and unstated main ideas. 	L21	SF	
1-E7	<i>Reading with fluency for various purposes</i>			
	<ul style="list-style-type: none"> • See on-going skills. 		SF	
2-E4	<i>Using narration, description, exposition, and persuasion to develop compositions</i>			
	<ul style="list-style-type: none"> • Write an expository – descriptive paragraph 		SF	
	<ul style="list-style-type: none"> • Use vivid sense words. 		SF	
4-E6	<i>Listening and responding to a wide variety of media</i>			
	<ul style="list-style-type: none"> • Compare and contrast nonfiction across texts. 	L21	SF	
	<ul style="list-style-type: none"> • Gain familiarity with CD-Rom - Encyclopedia 		SF	
5-E1	<i>Recognizing and using organizational features of printed text, other media, and electronic information</i>			
	<ul style="list-style-type: none"> • Locate and analyze parts of an encyclopedia. 		SF	
6-E2	<i>Recognizing and responding to a variety of classic and contemporary literature from many genres</i>			
	<ul style="list-style-type: none"> • Recognize and respond to a variety of genre: expository nonfiction. 		SF	
7-E1	<i>Using comprehension strategies in contexts</i>			
	<ul style="list-style-type: none"> • Identify main idea and supporting details stated. 		SF	
Unit Two Closer				
2-E4	<i>Using narration, description, exposition, and persuasion to develop compositions</i>			
	<ul style="list-style-type: none"> • Write a description. 		SF	
2-E6	<i>Writing as a response to texts and life experiences</i>			
	<ul style="list-style-type: none"> • Write sentence describing an experience involving one or more of the senses. 		SF	
6-E2	<i>Recognizing and responding to a variety of classic and contemporary literature from many genres</i>			
	<ul style="list-style-type: none"> • Read and interpret poetry. 		SF	

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<i>Second Six Weeks (continued)</i>				
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<i>1-E4</i>	<i>Identifying story elements and literary devices within a selection</i>			
	• Recognize metaphors, personification, and alliteration in poetry.		SF	

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Third Six Weeks				
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UNIT THREE				
John Henry				
1-E1	<i>Gaining meaning from print and building vocabulary using a full range of strategies, evidenced by reading behaviors while using the cuing systems</i>			
	• Use context to determine multiple-meaning words.		SF	
	• Know words with inflected forms (suffix).		SF	
1-E4	<i>Identifying story elements and literary devices within a selection</i>			
	• Analyze character traits, feelings and motives.	L21	SF	
1-E7	<i>Reading with fluency for various purposes</i>			
	• See on-going skills.		SF	
2-E4	<i>Using narration, description, exposition, and persuasion to develop compositions</i>			
	• Write a narrative Tall Tale.		SF	
5-E1	<i>Recognizing and using organizational features of printed text, other media, and electronic information</i>			
	• Identify and use card catalog.		SF	
5-E6	<i>Interpreting graphic organizers</i>			
	• See on-going skills.		SF	
6-E2	<i>Recognizing and responding to a variety of classic and contemporary literature from many genres</i>			
6-E3	<i>Identifying key differences of various genres</i>			
	• Recognize and respond to a variety of genre: tall tale.		SF	
7-E1	<i>Using comprehension strategies in contexts</i>			
	• Make judgments about characters and situations.		SF	
Marven of the Great North Woods				
1-E1	<i>Gaining meaning from print and building vocabulary using a full range of strategies, evidenced by reading behaviors while using the cuing systems</i>			
	• Use context clues to determine multiple-meaning words.		SF	
	• Identify root word and determine meaning.		SF	
2-E2	<i>Focusing on language, concepts, and ideas that show an awareness of the intended audience and/or purpose in developing compositions</i>			
	• Write one or more paragraphs explaining a process.		SF	
1-E4	<i>Identifying story elements and literary devices within a selection</i>			
	• Identify and use simile and metaphors.	L21	SF	
5-E3	<i>Locating, gathering, and selecting information using graphic organizers, simple outlining, note taking, and summarizing to produce texts and graphics</i>			
	• Use different sources to locate information on a specific topic.	L21	SF	

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<i>Third Six Weeks (continued)</i>				
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5-E6	<i>Interpreting graphic organizers</i>			
	• See on-going skills.	L21	SF	
6-E2	<i>Recognizing and responding to a variety of classic and contemporary literature from many genres</i>			
6-E3	<i>Identifying key differences of various genres</i>			
	• Recognize and respond to a variety of genre: biography.		SF	
7-E1	<i>Using comprehension strategies in contexts</i>			
	• Draw conclusions.		SF	
On the Pampas				
1-E1	<i>Gaining meaning from print and building vocabulary using a full range of strategies, evidenced by reading behaviors while using the cuing systems</i>			
	• Recognize and use homophones and homographs.	L21	SF	
2-E4	<i>Using narration, description, exposition, and persuasion to develop compositions</i>			
	• Write a description given pictures or artwork.		SF	
5-E3	<i>Locating, gathering, and selecting information using graphic organizers, simple outlining, note taking, and summarizing to produce texts and graphics</i>			
	• Use information gathered to make a chart.		SF	
5-E6	<i>Interpreting graphic organizers</i>			
	• See on-going skills.		SF	
6-E1	<i>Recognizing and responding to U S and world literature that represents the experiences and traditions of diverse ethnic groups</i>			
	• Use literature related to ethnic groups, traditions, and specific holidays.	L21	SF	
6-E2	<i>Recognizing and responding to a variety of classic and contemporary literature from many genres</i>			
	• Recognize and respond to a variety of genre: autobiography		SF	
7-E1	<i>Using comprehension strategies in contexts</i>			
	• Generalize information from the story.		SF	
The Storm				
1-E1	<i>Gaining meaning from print and building vocabulary using a full range of strategies, evidenced by reading behaviors while using the cuing systems</i>			
	• Use and recognize antonyms.		SF	
	• See on-going skills.		SF	
1-E2	<i>Using the conventions of print</i>			
	• See on-going skills.		SF	
1-E5	<i>Reading, comprehending, and responding to written, spoken, and visual texts in extended passages</i>			
	• See on-going skills.		SF	

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Third Six Weeks (continued)				
Benchmark Number	Benchmark • Teaching Targets	Tested	Resource	Taught
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 summary in sequential order.	L21	SF	
2-E6	<i>Writing as a response to texts and life experiences</i>			
	• See on-going skills.		SF	
5-E3	<i>Locating, gathering, and selecting information using graphic organizers, simple outlining, note taking, and summarizing to produce texts and graphics</i>			
	• Use almanac to locate information.		SF	
6-E2	<i>Recognizing and responding to a variety of classic and contemporary literature from many genres</i>			
	• Recognize and respond to a variety of genre: realistic fiction.		SF	
7-E1	<i>Using comprehension strategies in contexts</i>			
	• Predict story outcomes.		SF	
	• Draw conclusions.		SF	
Rikki-Tikki-Tavi				
1-E1	<i>Gaining meaning from print and building vocabulary using a full range of strategies, evidenced by reading behaviors while using the cuing systems</i>			
	• See on-going skills.		SF	
	• Identify root word and determine meaning	L21	SF	
1-E4	<i>Identifying story elements and literary devices within a selection</i>			
	• Understand examples of personification.	L21	SF	
1-E7	<i>Reading with fluency for various purposes</i>			
	• See on-going skills.		SF	
2-E4	<i>Using narration, description, exposition, and persuasion to develop compositions</i>			
	• Write an essay to compare and contrast.		SF	
5-E2	<i>Locating and evaluating information sources</i>			
	• Locate and evaluate information from a schedule.	L21	SF	
6-E2	<i>Recognizing and responding to a variety of classic and contemporary literature from many genres</i>			
	• Recognize and respond to a variety of genre: classic fiction.		SF	
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>			
	• Draw conclusions.		SF	
	• Make judgments .		SF	
Unit Three Closer				
6-E2	<i>Recognizing and responding to a variety of classic and contemporary literature from many genres</i>			
	• Read and interpret poetry.		SF	

ENGLISH LANGUAGE ARTS TEACHING TARGETS
FOURTH GRADE

<i>Fourth Six Weeks</i>				
<i>Benchmark Number</i>	<i>Benchmark • Teaching Targets</i>	<i>Tested</i>	<i>Resource</i>	<i>Taught</i>
UNIT FOUR				
Half-Chicken				
<i>1-E1</i>	<i>Gaining meaning from print and building vocabulary using a full range of strategies, evidenced by reading behaviors while using the cuing systems</i>			
	• Identify root words and inflected endings.		SF	
	• See on-going skills.		SF	
	• Recognize and use synonyms.		SF	
<i>1-E2</i>	<i>Using the conventions of print</i>			
	• See on-going skills.		SF	
<i>2-E3</i>	<i>Creating written texts using the writing process</i>			
	• Write a narrative using sequencing clue words.		SF	
<i>5-E2</i>	<i>Locating and evaluating information sources</i>			
	• See on-going skills.		SF	
<i>6-E2</i>	<i>Recognizing and responding to a variety of classic and contemporary literature from many genres</i>			
	• Recognize and respond to a variety of genre: Folk tale.		SF	
<i>7-E1</i>	<i>Using comprehension strategies in contexts</i>			
	• Use paraphrasing to help understand and organize text.		SF	
	• Predict story outcome.		SF	
Blame It on the Wolf				
<i>1-E1</i>	<i>Gaining meaning from print and building vocabulary using a full range of strategies, evidenced by reading behaviors while using the cuing systems</i>			
	• See on-going skills.		SF	
<i>1-E2</i>	<i>Using the conventions of print</i>			
	• See on-going skills.		SF	
<i>1-E4</i>	<i>Identifying story elements and literary devices within a selection</i>			
	• Identify story theme.		SF	
<i>1-E5</i>	<i>Reading, comprehending, and responding to written, spoken, and visual texts in extended passages</i>			
	• Use context clues to figure out meanings of unfamiliar words.		SF	
<i>2-E4</i>	<i>Using narration, description, exposition, and persuasion to develop compositions</i>			
	• Write a persuasive passage.		SF	
<i>2-E6</i>	<i>Writing as a response to texts and life experiences</i>			
	• Write sentences using facts to explain a topic or area of interest.		SF	
<i>4-E3</i>	<i>Telling or retelling stories in sequence</i>			
	• Retell a play by acting it out.		SF	

**ENGLISH LANGUAGE ARTS TEACHING TARGETS
FOURTH GRADE**

<i>Fourth Six Weeks (continued)</i>				
<i>Benchmark Number</i>	<i>Benchmark • Teaching Targets</i>	<i>Tested</i>	<i>Resource</i>	<i>Taught</i>
4-E4	<i>Giving rehearsed and unrehearsed presentations</i>			
	• Act out play.		SF	
4-E5	<i>Speaking and listening for a variety of audiences and purposes</i>			
	• Use correct public speaking skills.		SF	
	• Listen for rhythm and cadence.		SF	
5-E2	<i>Locating and evaluating information sources.</i>			
	• Locate and evaluate information sources.		SF	
	• Analyze and assess reliability and validity of informational sources.		SF	
6-E2	<i>Recognizing and responding to a variety of classic and contemporary literature from many genres</i>			
	• Recognize and respond to drama (play).		SF	
6-E3	<i>Identifying key differences of various genres</i>			
	• Identify differences in fiction and non-fiction.		SF	
7-E1	<i>Using comprehension strategies in contexts</i>			
	• Compare and contrast text.		SF	
7-E3	<i>Recognizing an author's purpose and point of view.</i>			
	• See on-going skills.		SF	
Lou Gehrig: The Luckiest Man				
1-E1	<i>Gaining meaning from print and building vocabulary using a full range of strategies, evidenced by reading behaviors while using the cuing systems</i>			
	• See on-going skills.		SF	
1-E4	<i>Identifying story elements and literary devices within a selection</i>			
	• Analyze character's traits, feelings and motives.		SF	
	• Identify/use figurative language (idioms).		SF	
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>			
	• Use information to create a chronological time-line.		SF	
2-E6	<i>Writing as a response to texts and life experiences</i>			
	• Write an expository passage based on real-life experience.		SF	
5-E1	<i>Recognizing and using organizational features of printed text, other media, and electronic information</i>			
	• Locate/use a web site to order information.		SF	
5-E2	<i>Locating and evaluating information sources</i>			
	• Compare catalog order forms to electronic order forms.		SF	
5-E3	<i>Locating, gathering, and selecting information using graphic organizers, simple outlining, note taking, and summarizing to produce texts and graphics</i>			
	• Create a chronological time-line.		SF	

ENGLISH LANGUAGE ARTS TEACHING TARGETS
FOURTH GRADE

<i>Fourth Six Weeks (continued)</i>				
<i>Benchmark Number</i>	<i>Benchmark • Teaching Targets</i>	<i>Tested</i>	<i>Resource</i>	<i>Taught</i>
6-E1	<i>Recognizing and responding to U. S. and world literature that represents the experiences and traditions of diverse ethnic groups.</i>			
	• Describe mental images that text descriptions evoke.		SF	
6-E2	<i>Recognizing and responding to a variety of classic and contemporary literature from many genres</i>			
	• Recognize elements of a biography.		SF	
7-E1	<i>Using comprehension strategies in contexts</i>			
	• Use paraphrasing to recall, inform, and organize idea.		SF	
The Disguise				
1-E1	<i>Gaining meaning from print and building vocabulary using a full range of strategies, evidenced by reading behaviors while using the cuing systems</i>			
	• Recognize and use antonyms.		SF	
	• Know meaning of words with suffixes.		SF	
2-E4	<i>Using narration, description, exposition, and persuasion to develop compositions</i>			
	• Write an expository passage.		SF	
2-E5	<i>Recognizing and applying literary devices</i>			
	• Understand the concept of symbolism.		SF	
5-E1	<i>Recognizing and using organizational features of printed text, other media, and electronic information.</i>			
	• Alphabetize to the third letter.		SF	
6-E2	<i>Recognizing and responding to a variety of classic and contemporary literature from many genres.</i>			
	• Recognize and respond to a variety of literature: historical fiction.		SF	
7-E1	<i>Using comprehension strategies in contexts</i>			
	• Summarize a given selection.		SF	
	• See on-going skills.		SF	
Keepers				
1-E1	<i>Gaining meaning from print and building vocabulary using a full range of strategies, evidenced by reading behaviors while using the cuing systems</i>			
	• Distinguish syllables in words.		SF	
	• Recognize and use homonyms.		SF	
	• See on-going skills.		SF	
1-E4	<i>Identifying story elements and literary devices within a selection</i>			
	• Identify plot.		SF	
1-E5	<i>Reading, comprehending, and responding to written, spoken, and visual texts in extended passages</i>			
	• Recognize dialect and dialogue.		SF	
1-E7	<i>Reading with fluency for various purposes</i>			
	• See on-going skills.		SF	

ENGLISH LANGUAGE ARTS TEACHING TARGETS
FOURTH GRADE

<i>Fourth Six Weeks (continued)</i>				
<i>Benchmark Number</i>	<i>Benchmark • Teaching Targets</i>	<i>Tested</i>	<i>Resource</i>	<i>Taught</i>
2-E6	<i>Writing as a response to texts and life experiences</i>			
	• Write how-to directions.		SF	
5-E6	<i>Interpreting graphic organizers</i>			
	• Interpret, make, and use a time-line.		SF	
6-E2	<i>Recognizing and responding to a variety of classic and contemporary literature from many genres.</i>			
	• Recognize and respond to a variety of genre: realistic fiction.		SF	
7-E1	<i>Using comprehension strategies in contexts.</i>			
	• See on-going skills.		SF	
Unit Four Closer				
6-E2	<i>Recognizing and responding to a variety of classic and contemporary literature from many genres</i>			
	• Read and interpret poetry.		SF	
4-E3	<i>Telling or retelling stories in sequence</i>			
	• Retell a folktale.		SF	
2-E6	<i>Writing as a response to texts and life experiences</i>			
	• Write sentence describing an experience involving one or more of the senses.		SF	

ENGLISH LANGUAGE ARTS TEACHING TARGETS
FOURTH GRADE

<i>Fifth Six Weeks</i>				
<i>Benchmark Number</i>	<i>Benchmark</i> • <i>Teaching Targets</i>	<i>Tested</i>	<i>Resource</i>	<i>Taught</i>
UNIT FIVE				
Amazing Alice				
1-E1	<i>Gaining meaning from print and building vocabulary using a full range of strategies, evidenced by reading behaviors while using the cuing systems</i>			
	• Recognize and use synonyms.		SF	
	• See on-going skills.		SF	
1-E7	<i>Reading with fluency for various purposes</i>			
	• See on-going skills.		SF	
2-E5	<i>Recognizing and applying literary devices.</i>			
	• Identify and distinguish similes and metaphors.		SF	
2-E6	<i>Writing as a response to texts and life experiences.</i>			
	• Write a journal entry with self as main character (narrative).		SF	
5-E1	<i>Recognizing and using organizational features of printed text, other media, and electronic information</i>			
	• Locate information on a CD-ROM.		SF	
5-E6	<i>Interpreting graphic organizers</i>			
	• Interpret graphic sources of information (maps and photo captions).		SF	
6-E2	<i>Recognizing and responding to a variety of classic and contemporary literature from many genres</i>			
	• Recognize elements of historical fiction.		SF	
7-E1	<i>Using comprehension strategies in contexts</i>			
	• Summarize a given selection.		SF	
7-E3	<i>Recognizing an author's purpose and point of view.</i>			
	• Describe how author's viewpoint affects the text.		SF	
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 characteristics of diary/journal entries.		SF	
A Peddler's Dream				
1-E1	<i>Gaining meaning from print and building vocabulary using a full range of strategies, evidenced by reading behaviors while using the cuing systems</i>			
	• Identify antonyms.		SF	
	• Recognize and use antonyms.		SF	
1-E4	<i>Identifying story elements and literary devices within a selection</i>			
	• Identify plot.		SF	
1-E7	<i>Reading with fluency for various purposes</i>			
	• See on-going skills.		SF	
	• Recognize dialogue advances story and develop characterization.		SF	

ENGLISH LANGUAGE ARTS TEACHING TARGETS
FOURTH GRADE

<i>Fifth Six Weeks (continued)</i>				
<i>Benchmark Number</i>	<i>Benchmark • Teaching Targets</i>	<i>Tested</i>	<i>Resource</i>	<i>Taught</i>
<i>2-E6</i>	<i>Writing as a response to texts and life experiences</i>			
	• Write an expository passage.		SF	
<i>5-E3</i>	<i>Locating, gathering, and selecting information using graphic organizers, simple outlining, note taking, and summarizing to produce texts and graphics</i>			
	• Interpret and use a graph.		SF	
	• Understand and demonstrate note taking.		SF	
<i>6-E2</i>	<i>Recognizing and responding to a variety of classic and contemporary literature from many genres</i>			
	• Read and respond to a variety of genre: historical fiction.		SF	
<i>7-E1</i>	<i>Using comprehension strategies in contexts</i>			
	• Visualizing mental images.		SF	
The Race for the North Pole				
<i>1-E1</i>	<i>Gaining meaning from print and building vocabulary using a full range of strategies, evidenced by reading behaviors while using the cuing systems</i>			
	• Use context to determine multiple-meaning words.		SF	
<i>1-E2</i>	<i>Using the conventions of print</i>			
	• See on-going skills.		SF	
<i>2-E4</i>	<i>Using narration, description, exposition, and persuasion to develop compositions</i>			
	• Write an expository.		SF	
<i>2-E5</i>	<i>Recognizing and applying literary devices</i>			
	• Recognize and identify imagery and sensory language.		SF	
<i>4-E7</i>	<i>Participating in a variety of roles in group discussions</i>			
	• Write an informal group report.		SF	
<i>5-E1</i>	<i>Recognizing and using organizational features of printed text, other media, and electronic information</i>			
	• Recognize and interpret maps and atlases.		SF	
<i>5-E6</i>	<i>Interpreting graphic organizers</i>			
	• Interpret graphic resources.		SF	
<i>6-E2</i>	<i>Recognizing and responding to a variety of classic and contemporary literature from many genres.</i>			
	• Recognize biography.		SF	
<i>7-E1</i>	<i>Using comprehension strategies in contexts</i>			
	• Make generalizations.		SF	
Into the Sea				
<i>1-E1</i>	<i>Gaining meaning from print and building vocabulary using a full range of strategies, evidenced by reading behaviors while using the cuing systems</i>			
	• Use context clues to determine multiple meaning.		SF	
	• See on-going skills.		SF	

ENGLISH LANGUAGE ARTS TEACHING TARGETS
FOURTH GRADE

<i>Fifth Six Weeks (continued)</i>				
<i>Benchmark Number</i>	<i>Benchmark • Teaching Targets</i>	<i>Tested</i>	<i>Resource</i>	<i>Taught</i>
<i>1-E5</i>	<i>Reading, comprehending, and responding to written, spoken, and visual texts in extended passages</i>			
	• Understand an expository writing.		SF	
<i>2-E3</i>	<i>Creating written texts using the writing process</i>			
	• Write a book report.		SF	
<i>5-E3</i>	<i>Locating, gathering, and selecting information using graphic organizers, simple outlining, note taking, and summarizing to produce texts and graphics</i>			
	• Interpret diagrams, scale drawings, and captions.		SF	
<i>6-E2</i>	<i>Recognizing and responding to a variety of classic and contemporary literature from many genres.</i>			
	• Recognize narrative non-fiction/informational article.		SF	
<i>7-E1</i>	<i>Using comprehension strategies in contexts</i>			
	• Read and identify steps in a process.		SF	
	• Summarize a given selection.		SF	
<i>7-E3</i>	<i>Recognizing an author's purpose and point of view.</i>			
	• Recognize an author's intent to inform.		SF	
	• Recognize an author's purpose and point of view.		SF	
Space Probes to the Planets				
<i>1-E1</i>	<i>Gaining meaning from print and building vocabulary using a full range of strategies, evidenced by reading behaviors while using the cuing systems</i>			
	• See on-going skills.		SF	
<i>1-E7</i>	<i>Reading with fluency for various purposes</i>			
	• See on-going skills.		SF	
<i>2-E3</i>	<i>Creating written texts using the writing process</i>			
	• Evaluate and write a research paper.		SF	
<i>5-E1</i>	<i>Recognizing and using organizational features of printed text, other media, and electronic information</i>			
	• Understand and identify specific patterns of organization.		SF	
<i>5-E3</i>	<i>Locating, gathering, and selecting information using graphic organizers, simple outlining, note taking, and summarizing to produce texts and graphics</i>			
	• Recognize the importance of note taking.		SF	
<i>5-E6</i>	<i>Interpreting graphic organizers</i>			
	• Interpret and use a table to find information.		SF	
<i>6-E2</i>	<i>Recognizing and responding to a variety of classic and contemporary literature from many genres</i>			
	• Recognize expository nonfiction.		SF	
Unit Five Closer				
<i>6-E2</i>	<i>Recognizing and responding to a variety of classic and contemporary literature from many genres</i>			
	• Read and analyze poetry.		SF	

ENGLISH LANGUAGE ARTS 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>
<i>2-E3</i>	<i>Creating written texts using the writing process</i>			
	• Write a research paper.		SF	

ENGLISH LANGUAGE ARTS TEACHING TARGETS
FOURTH GRADE

Sixth Six Weeks				
Benchmark Number	Benchmark • Teaching Targets	Tested	Resource	Taught
UNIT SIX				
Koya's Cousin Del				
1-E1	<i>Gaining meaning from print and building vocabulary using a full range of strategies, evidenced by reading behaviors while using the cuing systems</i>			
	• On-going skills.		SF	
1-E4	<i>Identifying story elements and literary devices within a selection</i>			
	• Identify setting.		SF	
	• Learn characteristics of figurative language – flashback.		SF	
	• Identify and analyze character's words.		SF	
1-E5	<i>Reading, comprehending, and responding to written, spoken, and visual texts in extended passages</i>			
	• Visualize sensory details in text.		SF	
1-E7	<i>Reading with fluency for various purposes</i>			
	• On-going skills.		SF	
2-E4	<i>Using narration, description, exposition, and persuasion to develop compositions</i>			
	• Use vivid, precise words in written descriptions.		SF	
6-E2	<i>Recognizing and responding to a variety of classic and contemporary literature from many genres</i>			
	• Recognize elements of realistic fiction.		SF	
5-E3	<i>Locating, gathering, and selecting information using graphic organizers, simple outlining, note taking, and summarizing to produce texts and graphics</i>			
	• Interpret advertisements and announcements.		SF	
Children of Clay				
1-E1	<i>Gaining meaning from print and building vocabulary using a full range of strategies, evidenced by reading behaviors while using the cuing systems</i>			
	• On going skills.		SF	
1-E2	<i>Using the conventions of print</i>			
	• On going skills.		SF	
2-E4	<i>Using narration, description, exposition, and persuasion to develop compositions</i>			
	• Write a persuasive paragraph.		SF	
4-E2	<i>Giving and following directions/procedures</i>			
	• Identify steps in a process.	L21	SF	
5-E3	<i>Locating, gathering, and selecting information using graphic organizers, simple outlining, note taking, and summarizing to produce texts and graphics</i>			
	• Use dictionary/glossary skills to find information.		SF	
6-E2	<i>Recognizing and responding to a variety of classic and contemporary literature from many genres</i>			
	• Recognize elements of narrative nonfiction/myth.		SF	

ENGLISH LANGUAGE ARTS TEACHING TARGETS
FOURTH GRADE

Sixth Six Weeks (continued)				
Benchmark Number	Benchmark • Teaching Targets	Tested	Resource	Taught
7-E1	<i>Using comprehension strategies in contexts</i>			
	• Identify details, main idea, and topic of a selection.		SF	
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>			
Coming Home				
1-E1	<i>Gaining meaning from print and building vocabulary using a full range of strategies, evidenced by reading behaviors while using the cuing systems</i>			
	• On going skills.		SF	
	• Identify synonyms.		SF	
1-E2	<i>Using the conventions of print</i>			
	• On going skills.		SF	
2-E5	<i>Recognizing and applying literary devices</i>			
	• Recognize imagery.		SF	
	• Recognize features of narration.		SF	
	• Write a passage using varying sentence patterns.		SF	
4-E5	<i>Speaking and listening for a variety of audiences and purposes</i>			
	• Organize and present information.		SF	
6-E2	<i>Recognizing and responding to a variety of classic and contemporary literature from many genres</i>			
	• Recognize elements of biography.		SF	
7-E1	<i>Using comprehension strategies in contexts</i>			
	• Paraphrase a passage.		SF	
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>			
	• Distinguish fact/opinion.		SF	
Out of the Blue				
1-E1	<i>Gaining meaning from print and building vocabulary using a full range of strategies, evidenced by reading behaviors while using the cuing systems</i>			
	• On-going skills.		SF	
2-E4	<i>Using narration, description, exposition, and persuasion to develop compositions</i>			
	• Write a persuasive advertisement.		SF	
6-E2	<i>Recognizing and responding to a variety of classic and contemporary literature from many genres</i>			
	• Recognize elements of biography.		SF	
7-E1	<i>Using comprehension strategies in contexts</i>			
	• Identify main idea.		SF	
	• Make generalizations.		SF	
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>			
	• Learn and apply specific study strategies (skimming and scanning).		SF	

ENGLISH LANGUAGE ARTS 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>
Chocolate Is Missing				
1-E1	<i>Gaining meaning from print and building vocabulary using a full range of strategies, evidenced by reading behaviors while using the cuing systems</i>			
	• On-going skills.		SF	
1-E4	<i>Identifying story elements and literary devices within a selection</i>			
	• Identify plot.		SF	
	• Understand elements of humor.		SF	
6-E2	<i>Recognizing and responding to a variety of classic and contemporary literature from many genres</i>			
	• Recognize elements of realistic fiction.		SF	
7-E1	<i>Using comprehension strategies in contexts</i>			
	• Draw conclusions.		SF	
	• Compare and contrast information.		SF	
2-E4	<i>Using narration, description, exposition, and persuasion to develop compositions</i>			
	• Write a persuasive essay.		SF	
5-E2	<i>Locating and evaluating information sources</i>			
	• Distinguish between electronic and print media.		SF	
7-E3	<i>Recognizing an author's purpose and point of view</i>			
	• Recognize author's intent to inform, entertain, or express.		SF	
6-E2	<i>Recognizing and responding to a variety of classic and contemporary literature from many genres</i>			
	• Read and analyze poetry.		SF	
2-E3	<i>Creating written texts using the writing process</i>			
	• Write a persuasive argument.		SF	