GRADE 4 FOUNDATIONS OF ENGLISH FRAMEWORK

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EXPECTATIONS

The Foundations Program is for students who are working towards meeting the performance indicators for their grade and are also acquiring other skills. To be fairly assessed on the appropriate indicators, students will have an individualized plan denoting which skills they will be assessed on by the specialist teacher in conjunction with the ELA teacher. As language acquisition and skills improve, students will be assessed on more indicators until such time as they are fully mainstreamed. If a student is new to English, parents are informed of their child's progress according to the categories PASS and FAIL. Students in the Foundations course who are not beginners in English will receive achievement levels based on appropriate work. Each student will receive a detailed narrative report highlighting individual progress and skills developed or developing. Reading and listening selections may be alternative or adapted texts or excerpts from texts listed in this document as appropriate.

WRITING EXPECTATIONS

Students will be expected to:

- Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

LANGUAGE USAGE EXPECTATIONS

To strengthen language skills, students are expected to complete grammar exercises, based on approrpriate level, on a daily basis.

SPEAKING AND LISTENING EXPECTATIONS

Students will be expected to:

- Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics, building on others' ideas and expressing their own clearly.
- Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

READING EXPECTATIONS

By the end of the year students will be expected to:

- Read and comprehend literature, including stories, dramas, and poetry at an appropriate level, with scaffolding as needed.
- Read and comprehend informational texts, including history/social studies, science, and technical texts, at an appropriate level, with scaffolding as needed.

IT EXPECTATIONS

Students will be expected to use a variety of digital tools according to grade level expectations stated in CAISL's IT Integration Scope and Sequence.
See link below:
https://www.caislisbon.org/uploaded/Curriculum_links/2019-2020/IT_Skills_Scope_and_Sequence_by_Grade.pdf

READING LIST
WHOLE CLASS NOVELS

- Legend of the Ghost Dog - Elizabeth Cody Kimmel

- Number the Stars – Lowry, Lois

GUIDED READING/SHORT STORIES

- Reading Literature, Houghton Mifflin, Traditions: New in the Neighborhood, My Name is Maria Isabel, The Rooster that Understood Japanese, New Land, New Ways, Contest Fever, Polly's Tiger, Trina, Leonardo's Strange Dream
- Prometheus, The Horse that Flew, They Dance in the Sky: North American Star Myths, Demeter and Persephone, Atalanta and Hippomenes, Petronella, Cinderella Stories from Other Lands, Cendrillon, Hearth Cat, Cap O'Rushes, Aschenputtel, Benizara and Kakezara, Mufaro's Beautiful Daughter, The Fisherman who Needed a Knife, Johnny Appleseed: An Unusual Folk Hero, The Bats, the Birds, and the Bees, The Fox and the Cat.
- Selection of Pourquoi Tales
- Aesop's Fables

HOOKED ON BOOKS

- Charlie Bumpers vs. The Teacher of the Year, by Bill Harley

POEMS READ AS PART OF THE CURRICULUM

- Owl and the Pussy Cat – Lear, Edward
- The Walrus and the Carpenter- Carroll, Lewis
- The Rum Tum Tugger – Elliot, T.S.
- Child's Anthology of Poetry
- New Kid on the Block. Prelutsky, Jack (book)

DRAMA/PLAYS

- "Star Sisters", Joseph Bruchac

INFORMATIONAL TEXTS (USED IN ELA)

- Biographies:
  - Lou Gehrig: The Luckiest Man,
  - Louis Braille,
  - Duke Ellington,
  - Amelia and Eleanor go for a Ride
- Tales of Famous Americans – Koop, Connie and Peter
- The Industrial Revolution (e- book)
- The Kid's Guide to Money: Earning It,
- Saving It, Spending It, Growing It, Sharing It. Otfinoski, Steve. (e-book)
- (Excerpts from) World War I, Marquette, Scott. (E-Book)
- (Excerpts from) World War II, Marquette, Scott. (E-Book)

- How Much is a Million? and If You Made A Million? by David M. Schwartz

PERFORMANCE INDICATORS

READING LITERATURE

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. DOK 1, 2, 3 E
Determine a theme of a story, drama, or poem from details in the text; summarize the text. DOK 2, 3 E
Describe a character, setting, or event in a story or drama, drawing on specific details in the text. DOK 1, 2, 3 E
Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text. DOK 1, 2, 3 E
Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. DOK 3 E
Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. DOK 2, 3, 4 E
Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures. DOK 3, 4 E

READING INFORMATIONAL TEXT

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. DOK 1, 2, 3 E
Determine the main idea of a text and explain how it is supported by key details; summarize the text. DOK 2, 3 E
Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. DOK 1, 2, 3 E
Describe the overall structure of events, ideas, concepts, or information in a text or part of a text. DOK 1, 2, 3 E
Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. DOK 3, 4 E
Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. DOK 2, 3 E
Explain how an author uses reasons and evidence to support particular points in a text. DOK 2, 3 E
Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. DOK 3, 4 E

READING FOUNDATIONAL SKILLS

Know and apply phonics and word analysis skills in decoding words. DOK 1 E
Read with sufficient accuracy and fluency to support comprehension. DOK 1, 2 E

WRITING

Write opinion pieces on topics or texts, supporting a point of view with reasons and information. DOK 3, 4 E
Write informative/explanatory texts to examine a topic and convey ideas and information clearly. DOK 3, 4 E

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. DOK 3, 4 E
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. DOK 3, 4 E
Conduct short research projects that build knowledge through investigation of different aspects of a topic. DOK 3, 4 E
Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. DOK 1, 2 E
Draw evidence from literary or informational texts to support analysis, reflection, and research. DOK 2, 3 E

SPEAKING AND LISTENING

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. DOK 2, 3
Identify the reasons and evidence a speaker provides to support particular points. DOK 1, 2
Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. DOK 1, 2, 3 E
Differentiate between contexts that call for formal English and situations where informal discourse is appropriate; use formal English when appropriate to task and situation. DOK 1, 2

LANGUAGE

Demonstrate acquisition of the conventions of standard English grammar and usage when writing or speaking. DOK 1, 2 E
Demonstrate acquisition of the conventions of standard English capitalization, punctuation, and spelling when writing. DOK 1 E
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. DOK 1, 2, 3
Demonstrate understanding of figurative language, and word relationships. DOK 1, 2, 3
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. DOK 1, 2