



4th

Gateway  
ELA

## 4th Gateway ELA Curriculum Guide

Revised 6/11/2014

## Reading: Literature

### Key Ideas and Details

4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

## Reading: Literature Craft and Structure

4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narration.

## Reading: Literature: Integration of Knowledge and Ideas

4.7 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.

5.7 (Background) Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

4.8 (Not applicable to literature)

4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

## Reading: Literature: Range of Reading and Complexity of Text

4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry at the high end of the grades 4-5 text- complexity band independently and proficiently.

## Reading: Informational Text

### Key Ideas and Details

4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

4.3 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.

## Reading: Informational Text Craft and Structure

4.4 Determine the meaning of general academic and domain- specific words or phrases in a text relevant to a grade 4 topic or subject area.

5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

## Reading: Informational Text

### Integration of Knowledge and Ideas

4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

5.7 (Focus for After Testing) Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

4.8 Explain how an author uses reasons and evidence to support particular points in a text.

5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.



## Reading: Informational Text

### Range of Reading and Level of Text Complexity

4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

## Reading: Foundational Skills

### Phonics and Word Recognition

4.3 Know and apply grade-level phonics and word analysis skills in decoding words.

a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

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## Reading: Foundational Skills Fluency

4.4 Read with sufficient accuracy and fluency to support comprehension.

- a) Read grade-level text with purpose and understanding.
- b) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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- a) Read grade-level text with purpose and understanding.
- b) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## Writing

### Text Types and Purposes

4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- b. Provide reasons that are supported by facts and details.
- c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- d. Provide a concluding statement or section related to the opinion presented.

5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- b. Provide logically ordered reasons that are supported by facts and details.
- ~~c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically) (Will be addressed in 5<sup>th</sup> Grade Gateway)~~
- d. Provide a concluding statement or section related to the opinion presented.

4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a) Introduce a topic clearly and group related information in paragraphs and sections; including formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c) Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- d) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e) Provide a concluding statement or section related to the information or explanation presented.

5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings) illustrations, and multimedia when useful to adding comprehension.
- b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c) Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- d) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e) Provide a concluding statement or section related to the information or explanation presented.

## Writing

### Text Types and Purposes

4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words and phrases to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b) Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- c) Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- d) Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e) Provide a conclusion that follows from the narrated experiences or events.

## Writing

### Production and Distribution of Writing

4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4).

5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

4.6 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.

5.6 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 two pages in a single sitting.

## Writing

### Research to Build and Present Knowledge

4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

4.8 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.

5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research

- a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions]”).
- b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a) Apply grade 5 Reading standards to literature (e.g., “Compare
- b) and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text [e.g., how characters interact]”).
- c) Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).



## Writing

### Range of Writing

4. 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Speaking and Listening Comprehension and Collaboration

- 4.1 And 5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
  - b. Follow agreed-upon rules for discussions and carry out assigned roles.
  - c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
  - d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- 4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 4.3 Identify the reasons and evidence a speaker provides to support particular points.
- 5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

## Speaking and Listening

### Presentation of Knowledge and Ideas

4.4 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 theme; speak clearly at an understandable pace.

5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion); use formal English when appropriate to task and situation.

5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

## Language

### Conventions of Standard English

4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a) Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- b) Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses
- c) Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
- d) Order adjective within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
- e) Form and use prepositional phrases.
- f) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- g) Correctly use frequently confused words (e.g., to, too, two; there, their)

5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a) Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- b) Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
- c) Use verb tense to convey various times, sequences, states, and conditions.
- d) Recognize and correct inappropriate shifts in verb tense.
- e) Use correlative conjunctions (e.g., either/or, neither/nor)

4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a) Use correct capitalization.
- b) Use commas and quotation marks to mark direct speech and quotations from a text.
- c) Use a comma before a coordinating conjunction in a compound sentence.
- d) Spell grade-appropriate words correctly, consulting references as needed.

5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a) Use punctuation to separate items in a series.
- b) Use a comma to separate an introductory element from the rest of the sentence.
- c) Use a comma to set off the words yes and no (e.g., Yes, thank you) to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?) and to indicate direct address (e.g., Is that you, Steve?)
- d) Use underlining, quotation marks, or italics to indicate titles of works.
- e) Spell grade-appropriate words correctly, consulting references as needed.

## Language

### Knowledge of Language

4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a) Choose words and phrases to convey ideas precisely.
- b) Choose punctuation for effect.
- c) Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- b) Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

## Language

### Vocabulary Acquisition and Use

- 4.4 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.
- Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
  - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
  - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- 5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
  - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
  - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- 4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
  - Recognize and explain the meaning of common idioms, adages, and proverbs.
  - Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- 5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figurative language, including similes and metaphors, in context.
  - Recognize and explain the meaning of common idioms, adages, and proverbs.
  - Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

4.6 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 (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).