


## Fourth Grade Language Arts Curriculum Bundle # 1

| Title   | Suggested Dates                                   |
|---|---|
| Establishing Classroom Climate and Procedures  | August 23 – September 11<br>13 Instructional Days |

| Big Idea/Enduring Understanding          | Guiding Questions  |
|--|--|
| Language allows us to communicate ideas. | <ul style="list-style-type: none"> <li>Why do we communicate?</li> <li>How can I communicate with others about myself?</li> <li>How can I use communication skills to learn about others?</li> </ul> |

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

| Knowledge & Skills with Student Expectations  | Specificity & Examples  | Suggested Resources<br>(Read the note above)   |                                      |
|---|---|--|--------------------------------------|
| <b>Reading:</b>   |   |  |                                      |
| <p><b>4.1 Reading/Fluency. Students read grade-level text with fluency and comprehension.</b><br/>4.1 Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.</p>  | <ul style="list-style-type: none"> <li>BOY Fluency = 93 correct wpm</li> <li>MOY Fluency = 105 correct wpm</li> <li>EOY Fluency = 118 correct wpm</li> <li>Students should use punctuation as a cue for expression and phrasing.</li> </ul> | Instructional Resources: <ul style="list-style-type: none"> <li><a href="#">Buddy Reading</a></li> <li><a href="#">Derivative Memory</a></li> <li><a href="#">Echo Me</a></li> <li><a href="#">Fluency Guide (for one-minute whole class or individual fluency checks)</a></li> <li><a href="#">Interactive Read-Aloud</a></li> <li><a href="#">Performance Reading</a></li> </ul><br><a href="#">Sustained Silent Reading Guidelines (Word) (PDF)</a> | Learning Centers/Stations Resources: |
| <p><b>4.2 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b><br/>4.2A determine the meaning of grade-level academic English <i>and/or Spanish</i> words derived from Latin, Greek, or other linguistic roots and affixes</p> | <p>On-going throughout the year following the district Affixes list. These are NOT to be taught all at one time, but spaced out throughout the year as appropriate.</p>   | Instructional Resources:<br><a href="#">Affixes List</a><br><br><a href="#">Spelling Resource Divided by Language of Origin</a>  | Learning Centers/Stations Resources: |

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| <p><b>4.9 Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. TAKS-4.10H (see 4.3A)</b></p> <p>4.9 Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).</p> | <ul style="list-style-type: none"> <li>• This is an ongoing reading process skill. Students should read at their independent level (95% accuracy) at least 5 times per week for approximately 60 minutes. (This time does not need to occur in one consecutive block. It may include reading time at home, before school, DEAR time, etc.)</li> <li>• Students should receive regular reading instruction with texts which are challenging but manageable (90% - 94% accuracy).</li> <li>• Students should be able to read for 30 consecutive minutes by the end of 4<sup>th</sup> grade. (It may not be possible to accomplish this daily, but students should have regular experience with sustained reading.)</li> </ul> | <p>Instructional Resources:</p> <p>*Can Use Accelerated Reader to keep track of books read &amp; tested by student.</p>   | <p>Learning Centers/Stations Resources:</p> <p><a href="#">General Reading Grid</a><br/> <a href="#">Reading Choice Grid 1</a><br/> <a href="#">Reading Choice Grid 2</a><br/> <a href="#">Ways to Love a Book Grid</a></p> |
| <p><b>Writing:</b></p>   |   |   |   |
| <p><b>4.15 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</b></p> <p>4.15A plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals);</p>             | <p>Note: TAKS-4.15A write to express, [discover, record,] develop, reflect on ideas, and to problem solve</p> <p>Note: TAKS-4.15C write to inform such as to explain, describe, [report,] and narrate</p> <p>Note: TAKS-4.15D write to entertain such as to compose [humorous poems or] short stories</p> <p>Note: TAKS-4.15E exhibit an identifiable voice in personal narratives and in stories</p> <ul style="list-style-type: none"> <li>• This may include responding to other texts.</li> <li>• Discuss the purpose for choosing different genres.</li> <li>• Discuss where authors get ideas.</li> </ul>   | <p>Instructional Resources:</p> <p>*Try using a Writer's Notebook to keep all brainstorming and pre-writing activities. The more pre-writing activities you do, the easier the writing process will be!</p> <ul style="list-style-type: none"> <li>• Blueprinting</li> <li>• Listing of memories</li> <li>• Drawings</li> <li>• Timeline of good/bad memories</li> <li>• List of settings, character names, problems to solve</li> <li>• Words to describe the five senses</li> </ul> <p><a href="#">Tips for Using a Writer's Notebook</a></p> <p><a href="#">Samples of "4" TAKS Writing</a></p> <p><a href="#">TAKS Writing Sample Written at a "1," "2," "3," and "4"</a></p> | <p>Learning Centers/Stations Resources:</p>   |

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|  |  | <p><a href="#">Ideas Poster</a></p> <p><a href="#">Books for Teaching Ideas</a></p> <p><a href="#">More Books for Teaching Ideas (Focus and Support)</a></p> <p><a href="#">More Books for Teaching Ideas (Clear Moment in Time)</a></p> <p><a href="#">6+1 Traits Lesson Plans</a></p> <p><a href="#">Brainpop</a></p> <ul style="list-style-type: none"> <li>• Prewriting: Organizing Your Thoughts</li> </ul> <p><a href="#">How Does the Sun Affect the Earth?</a></p> <p>Teacher Note: Writing during this bundle might focus on classroom procedures/rules and “all about me” pieces.</p> |   |
| <p><b>4.15 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</b></p> <p>4.15B develop drafts by categorizing ideas and organizing them into paragraphs;</p> |  | <p>Instructional Resources:</p> <p><a href="#">Organization Poster</a></p> <p><a href="#">Books for Teaching Organization</a></p> <p><a href="#">More Books for Teaching Organization</a></p> <p><a href="#">More Books for Teaching Organization (Beginnings)</a></p> <p><a href="#">More Books About Teaching Organization (Endings)</a></p> <p><a href="#">6+1 Traits Lesson Plans</a></p>   | <p>Learning Centers/Stations Resources:</p> |

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| <p><b>4.15 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</b><br/>4.15C revise drafts for coherence, organization, use of simple and compound sentences, and audience;</p> | <p><b>Note:</b> TAKS-4.19D revise drafts for coherence, progression, and logical support of ideas</p> <ul style="list-style-type: none"> <li>• Use a thesaurus to enhance word usage.</li> </ul> | <p>Instructional Resources:<br/> <a href="#">Books for Teaching Sentence Fluency</a><br/><br/> <a href="#">More Books for Teaching Sentence Fluency</a><br/><br/> <a href="#">Books for Teaching Writing Conventions</a><br/><br/> <a href="#">6+1 Traits Lesson Plans</a><br/><br/> <a href="#">Read Write Think: Character Development in Writing</a><br/><br/> <a href="#">Read Write Think: Character Trading Cards</a><br/><br/> <a href="#">Read Write Think: Setting Development</a><br/><br/> <a href="#">Teaching Sentence Fluency with Owl Moon</a><br/><br/> <a href="#">Convention Lesson with Punctuation Takes a Vacation</a><br/><br/> <a href="#">Read Write Think: Hook Lesson</a><br/><br/> <a href="#">Which Type of Thesaurus Do You Prefer and Why?</a></p> | <p>Learning Centers/Stations Resources:<br/> <a href="#">Power Proofreading Game</a><br/><br/> <a href="#">Revision Stations</a></p> |
| <p><b>4.15 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</b><br/>4.15D edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric; and</p>         | <p><b>(NOTE: Use a dictionary and thesaurus.)</b></p>  | <p>Instructional Resources:<br/> <a href="#">Conventions Poster</a><br/><br/> <a href="#">Books for Teaching Conventions</a><br/><br/> <a href="#">6+1 Traits Lesson Plans</a></p>   | <p>Learning Centers/Stations Resources:</p>  |

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| <p><b>4.15 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</b><br/>4.15E revise final draft in response to feedback from peers and teacher and publish written work for a specific audience.</p>   |   | <p>Instructional Resources:<br/><a href="#">Read Write Think: Peer Editing</a></p>  | <p>Learning Centers/Stations Resources:</p>  |
| <p><b>4.17 Writing. Students write about their own experiences.</b><br/>4.17 Students are expected to write about important personal experiences.</p>   | <p>Note: TAKS-4.15A write to express, [discover, record,] develop, reflect on ideas, and to problem solve<br/>(NOTE: This includes journaling in all content areas. Ex. Justifying answers in math journal/notebook)</p> <ul style="list-style-type: none"> <li>• Exhibit an identifiable personal voice in writing.</li> </ul> | <p>Instructional Resources:<br/><a href="#">Voice Poster</a><br/><a href="#">Books for Teaching Voice</a><br/><a href="#">More Books for Teaching Voice</a><br/><a href="#">6+1 Traits Lesson Plans</a></p> | <p>Learning Centers/Stations Resources:<br/><a href="#">Fourth Grade Menus and Grids</a></p> |
| <p><b>Oral and Written Conventions:</b></p>   |   |   |  |
| <p><b>4.20 Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</b><br/>4.20A(ii) understand and use the following parts of speech in the context of reading, writing, and speaking: nouns (singular/plural, common/proper);</p> |   | <p>Instructional Resources:<br/>Use Language Arts Teacher’s Edition for student activity ideas.</p>   | <p>Learning Centers/Stations Resources:<br/><a href="#">MadLibs Jr.</a></p>                  |
| <p><b>4.20 Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</b><br/>4.20B use the complete subject and the complete predicate in a sentence; and</p>   |   | <p>Instructional Resources:<br/>Use Language Arts Teacher’s Edition for student activity ideas.</p>   | <p>Learning Centers/Stations Resources:</p>  |

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| <p><b>4.20 Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</b></p> <p>4.20C use complete simple and compound sentences with correct subject-verb agreement.</p>                                      |  | <p>Instructional Resources:<br/>Use Language Arts Teacher’s Edition for student activity ideas.</p>  | <p>Learning Centers/Stations Resources:</p> |
| <p><b>4.21 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</b></p> <p>4.21A write legibly by selecting cursive script or manuscript printing as appropriate;<br/><i>SLA 4.21D identify and read abbreviations (e.g., Sr., Atte.)</i></p> |  | <p>Instructional Resources:<br/>*See Handwriting Continuum</p>   | <p>Learning Centers/Stations Resources:</p> |
| <p><b>Oral and Written Conventions-Spelling</b></p>  |  |  |   |
| <p><b>4.22 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</b></p> <p>4.22A(i), 4.22A(ii), 4.22A(iii), 4.22A(iv) (ELA) spell words with more advanced orthographic patterns and rules:</p>  | <p><i>This is a set of on-going SE’s that will be taught throughout the year. Teachers will need to instruct their students following the sequence of the Spelling Sequence listed in the resources and moving at an appropriate pace.</i></p> | <p>Instructional Resources:<br/><br/>See Spelling Sequence in campus share folder labeled<br/><b>Phonics_Spelling_Sequence_campus</b><br/><br/><a href="#">Spelling Resource Divided by Language of Origin</a></p> | <p>Learning Centers/Stations Resources:</p> |
| <p><b><i>4.22 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</i></b></p> <p><b><i>4.22A(i), 4.22A(ii), 4.22A(iii), 4.22B, 4.22C, 4.22D(i), 4.22D(ii), 4.22D(iii), 4.22D(iv), 4.22E, 4.22F</i></b></p>  | <p><i>This is a set of on-going SE’s that will be taught throughout the year. Teachers will need to instruct their students following the sequence of the Spelling Sequence listed in the resources and moving at an appropriate pace.</i></p> | <p>Instructional Resources:<br/><br/>See Spelling Sequence in campus share folder labeled<br/><b>Phonics_Spelling_Sequence_campus</b></p>  |   |
| <p><b>Listening and Speaking:</b></p>  |  |  |   |

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| <p><b>4.27 Listening and Speaking/Listening.</b><br/>Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>4.27A listen attentively to speakers, ask relevant questions, and make pertinent comments; and</p>                                   | <ul style="list-style-type: none"> <li>• Students should listen to advanced texts read aloud (1-2 years above 4<sup>th</sup> grade reading level) to develop vocabulary skills.</li> <li>• Exhibit empathy to the speaker through respectful behavior</li> <li>• Concentrate on the speaker and his/her message</li> <li>• Focus on the speaker’s message, not on distractions such as accent/dialect, clothing, or delivery method</li> </ul> | <p>Instructional Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Echo Me</a></li> <li>• <a href="#">Interactive Read Aloud</a></li> <li>• <a href="#">RIVET</a></li> <li>• <a href="#">Spoken Messages</a></li> </ul> |
| <p><b>4.27 Listening and Speaking/Listening.</b><br/>Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>4.27B follow, restate, and give oral instructions that involve a series of related sequences of action.</p>                          |  | <p>Establish classroom procedures and rules, including those for workshops and discussions.</p> <p>Tie to writing.</p>  |
| <p><b>4.29 Listening and Speaking/Teamwork.</b><br/>Students work productively with others in teams. Students continue to apply earlier standards with greater complexity.</p> <p>4.29 Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.</p> | <p><a href="#">QAR Strategy for Asking and Answering Questions</a></p> <p><a href="#">Questioning Strategies</a></p>   |   |

### Figure 19- Texas Essential Knowledge and Skills for English Language Arts and Reading Subchapter A. Elementary Fourth Grade

Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:

- (A) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension;
- (B) ask literal, interpretive, and evaluative questions of text;
- (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions);
- (D) make inferences about text and use textual evidence to support understanding;

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(E) summarize information in text, maintaining meaning and logical order; and

(F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.