


## Fourth Grade Language Arts Curriculum Bundle # 10

Title	Suggested Dates
Research 	Mar. 22 – Apr. 16 19 Instructional Days

Big Idea/Enduring Understanding	Guiding Questions
Ideas must be developed and organized in order to be communicated effectively.	<ul style="list-style-type: none"> <li>Why is it important to learn how to use different resources?</li> <li>What makes a source credible?</li> <li>How can the meanings of unfamiliar words be determined by the words around them?</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 (Read the note above)	
<b>Reading:</b>			
<p><b>4.2 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b></p> <p>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>	<p>Instructional Resources:</p> <p><a href="#">Affixes List</a></p> <p><a href="#">Spelling Resource Divided by Language of Origin</a></p>	<p>Learning Centers/Stations Resources:</p>
<p><b>4.2 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b></p> <p>4.2B use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words;</p>	<p>Note: TAKS-4.9B Draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words.</p> <ul style="list-style-type: none"> <li>An analysis of the words that are tested indicates that TAKS takes a very broad view of “figurative language.” Traditionally, figurative language has been defined as “language that is not literal; metaphorical language.” The figurative language that is</li> </ul>	<p>Instructional Resources:</p>	<p>Learning Centers/Stations Resources:</p>

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	<p>tested appears to be language that is colorful or descriptive (e.g., slit, colossal, bogus, and torrential).</p> <ul style="list-style-type: none"> <li>• Multiple-meaning words which have been tested at some grade levels include assemble, tarnish, depression, and persistent. Interestingly, the alternate meanings of these words have not been used as incorrect answers/distracters.</li> <li>• Focus on the subtle shades of meaning in vocabulary across all subject areas.</li> <li>• Produce similar words in the same category of meaning.</li> <li>• Produce contexts for which those words would be used.</li> <li>• Distinguish the difference between pronouncing a word correctly and understanding its meaning.</li> <li>• Recognize the meaning of figurative language including similes, metaphors, and colorful/descriptive words.</li> </ul>		
<p><b>4.2 Reading/Vocabulary Development.</b>  <b>Students understand new vocabulary and use it when reading and writing. Students are expected to:</b>          4.2E use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.</p>	<ul style="list-style-type: none"> <li>• Use guide words and knowledge of alphabetic principles to efficiently locate words and meanings from dictionaries, glossaries, and other sources</li> <li>• Use dictionaries and glossaries to determine pronunciation, part of speech, multiple meanings, etc.</li> <li>• Determine which definition presented is the most appropriate utilizing the context clues available from the text</li> <li>• Focus on the subtle shades of meaning in vocabulary across all subject areas.</li> <li>• Produce similar words in the same category of meaning.</li> <li>• Produce contexts for which those words would be used.</li> <li>• Distinguish the difference between</li> </ul>	<p>Instructional Resources:</p> <p>Can use Glossaries in Reading, Science, and Social Studies Texts</p>	<p>Learning Centers/Stations Resources:</p>

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	pronouncing a word correctly and understanding its meaning.		
<b>Writing:</b>			
<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>  4.15A, 4.15B, 4.15C, 4.15D, 4.15E (All Writing Process SE's)	<b>The Writing Process:</b> This should be an ongoing process during every bundle in which students are actively involved in the entire writing process. Students should be working through the process individually with the goal of periodically completing and publishing a finished piece of writing. Mini-lessons should focus on new skills and student needs.	Refer to <a href="#">Bundle 1</a> for resources.	<a href="#">Fourth Grade Menus and Grids</a>
<b>Oral and Written Conventions-Spelling</b>			
<b>4.22 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</b>  4.22A(i), 4.22A(ii), 4.22A(iii), 4.22A(iv) (ELA) spell words with more advanced orthographic patterns and rules:	<b>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.</b>	Instructional Resources:  See Spelling Sequence in campus share folder labeled <b>Phonics_Spelling_Sequence_campus</b>  <a href="#">Spelling Resource Divided by Language of Origin</a>	Learning Centers/Stations Resources:
<b><i>4.22 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</i></b>  <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>	<b><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></b>	Instructional Resources:  See Spelling Sequence in campus share folder labeled <b>Phonics_Spelling_Sequence_campus</b>	
<b>Research:</b>			
<b>4.23 Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</b>  4.23A generate research topics from personal interests or by brainstorming with others, narrow	<b>Define the task, and decide what information you need to do it.</b> <ul style="list-style-type: none"> <li>• Students may create questions in response to text for further research.</li> </ul> <b>Including:</b> <ul style="list-style-type: none"> <li>• Ask and answer relevant questions for</li> </ul>	Teacher Note: Complete a large research project during science/social studies instruction (Bundles 10 and 11). Extend the Big 6.  See Campus Librarian for Big 6 Research Skills Resources  <a href="#">Big6 Research Materials</a>	

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<p>to one topic, and formulate open-ended questions about the major research topic; and</p>	<p style="color: red;">personal clarification, to extend ideas in group discussions, and to conduct formal and informal research</p> <ul style="list-style-type: none"> <li>• Write relevant questions before reading information on a given topic he or she would like to investigate and revises questions after gathering information.</li> </ul>	<p><a href="#">How Can Turtles Survive on Land?</a></p> <p><a href="#">Big Six Resources for Elementary</a> (This site has a good explanation of each step and related tools.)</p> <p><a href="#">Big 6: Task Definition for Kids</a></p>
<p><b>4.23 Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</b></p> <p>4.23B generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question.</p>	<p style="color: red;">Brainstorm the possible sources, and choose the best source.</p> <ul style="list-style-type: none"> <li>• Analyze questions to determine the best source of information to answer them (e.g., print, experts, technology)</li> </ul>	<p>See Campus Librarian for Big 6 Research Skills Resources</p> <p><a href="#">Steps to Big 6 Research Process in Song</a></p> <p><a href="#">Big Six Resources for Elementary</a> (This site has a good explanation of each step and related tools.)</p> <p><a href="#">Big 6: Information Seeking Strategies for Kids</a></p>
<p><b>4.24 Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</b></p> <p>4.24A follow the research plan to collect information from multiple sources of information both oral and written, including:</p>	<p style="color: red;">Locate those best sources, and find the information you need in them. Engage AND understand. Take out and record the needed information.</p>	<p>See Campus Librarian for Big 6 Research Skills Resources</p> <p><a href="#">Big6 Research Materials</a></p> <p><a href="#">Big Six Resources for Elementary</a> (This site has a good explanation of each step and related tools.)</p> <p><a href="#">Big 6: Location and Access for Kids</a></p> <p><a href="#">Finding Sources</a></p> <p><a href="#">Evaluating Sources</a></p> <p><a href="#">Library of Congress Primary Resources</a></p>
<p><b>4.24 Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</b></p>		<p>See Campus Librarian for Big 6 Research Skills Resources</p> <p><a href="#">Big6 Research Materials</a></p> <p><a href="#">Big Six Resources for Elementary</a> (This site has a good explanation of each step and related tools.)</p>

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<p>4.24A(i) student-initiated surveys, on-site inspections, and interviews;</p>		
<p><b>4.24 Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</b></p> <p>4.24A(ii) data from experts, reference texts, and online searches; and</p>	<ul style="list-style-type: none"> <li>• <b>Students select texts that are of an appropriate level to ensure comprehension (when available).</b></li> </ul>	<p>See Campus Librarian for Big 6 Research Skills Resources</p> <p><a href="#">Big6 Research Materials</a></p> <p><a href="#">Big Six Resources for Elementary</a> (This site has a good explanation of each step and related tools.)</p> <p><a href="#">EBSCO</a></p> <p><a href="#">NetTrekker</a> (This site has the capability of searching by reading level.)</p> <p><a href="#">Kids Click</a> (This site has the capability of searching by reading level.)</p>
<p><b>4.24 Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</b></p> <p>4.24A(iii) visual sources of information (e.g., maps, timelines, graphs) where appropriate;</p>		<p>See Campus Librarian for Big 6 Research Skills Resources</p> <p><a href="#">Big6 Research Materials</a></p> <p><a href="#">Big Six Resources for Elementary</a> (This site has a good explanation of each step and related tools.)</p>
<p><b>4.24 Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</b></p> <p>4.24B use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, italics, <b>table of contents, graphics, headings</b>);</p>		<p>See Campus Librarian for Big 6 Research Skills Resources</p> <p><a href="#">Big6 Research Materials</a></p> <p><a href="#">Big Six Resources for Elementary</a> (This site has a good explanation of each step and related tools.)</p> <p><a href="#">Big 6: Use of Information for Kids</a></p>

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<p><b>4.24 Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</b></p> <p>4.24C take simple notes and sort evidence into provided categories or an organizer;</p>		<p>See Campus Librarian for Big 6 Research Skills Resources</p> <p><a href="#">Big6 Research Materials</a></p> <p><a href="#">Big Six Resources for Elementary</a> (This site has a good explanation of each step and related tools.)</p>
<p><b>4.24 Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</b></p> <p>4.24D identify the author, title, publisher, and publication year of sources; and</p>		<p>See Campus Librarian for Big 6 Research Skills Resources</p> <p><a href="#">Big Six Resources for Elementary</a> (This site has a good explanation of each step and related tools.)</p>
<p><b>4.24 Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</b></p> <p>4.24E differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.</p>		<p>See Campus Librarian for Big 6 Research Skills Resources</p> <p><a href="#">Big6 Research Materials</a></p> <p><a href="#">Big Six Resources for Elementary</a> (This site has a good explanation of each step and related tools.)</p> <p><a href="#">Notes, Quotes, and Fact Fragments</a> (This lesson contains a link to an interactive activity.)</p> <p><a href="#">Paraphrasing</a></p>
<p><b>4.25 Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information.</b></p> <p>4.25 Students are expected to improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic).</p>		<p>See Campus Librarian for Big 6 Research Skills Resources</p> <p><a href="#">Big6 Research Materials</a></p> <p><a href="#">Big Six Resources for Elementary</a> (This site has a good explanation of each step and related tools.)</p> <p><a href="#">Big 6: Synthesis for Kids</a></p>

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<p><b>4.26 Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience.</b></p> <p>4.26 Students are expected to draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used.</p>	<p>Organize all the information, and create the product or performance.</p> <p>Judge the process and product/performance.</p>	<p><a href="#">Big6 Research Materials</a></p> <p><a href="#">Big Six Resources for Elementary</a> (This site has a good explanation of each step and related tools.)</p> <p><a href="#">Big 6: Evaluation for Kids</a></p> <p><a href="#">Citing Sources</a></p>
<p>Previously taught TEKS to be reviewed and/or Extended</p>		
<p><b>4.1 Reading/Fluency. Students read grade-level text with fluency and comprehension.</b></p> <p>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>	
<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>	

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<p><b>4.27 Listening and Speaking/Listening.</b> 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><b>4.27 Listening and Speaking/Listening.</b> 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><b>4.29 Listening and Speaking/Teamwork.</b> 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>		

**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

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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;
- (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.