


Fourth Grade Language Arts Curriculum Bundle # 2

Title		Suggested Dates
Tools for Communication		Sep. 14 – Oct. 2 14 Instructional Days

Big Idea/Enduring Understanding	Guiding Questions
Language allows us to communicate ideas.	<ul style="list-style-type: none"> What can I do to improve others’ understanding of what I am trying to communicate? What can I do to improve my own understanding of what others’ are trying to communicate?

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)	
Reading:			
<p>4.2 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</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>Affixes List</p> <p>Spelling Resource Divided by Language of Origin</p>	<p>Learning Centers/Stations Resources:</p> <p>Florida Center for Reading Research</p> <p>FCRR Part 2: Morphemic Elements</p> <p>Identify the meaning of: V.009 Affixes V.010 Words with affixes V.014 Roots</p> <p>Produce meaning of: V.011 Words with affixes V.012 Words with affixes V.013 Words with affixes</p> <p>V.015 Identify words with common roots and related meanings V.016 Produce words</p>

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Red- specificities

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Fourth Grade Language Arts Curriculum Bundle # 2

<p>4.2 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: 4.2E use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.</p>	<ul style="list-style-type: none"> • Use guide words and knowledge of alphabetic principles to efficiently locate words and meanings from dictionaries, glossaries, and other sources • Use dictionaries and glossaries to determine pronunciation, part of speech, multiple meanings, etc. • Determine which definition presented is the most appropriate utilizing the context clues available from the text • Focus on the subtle shades of meaning in vocabulary across all subject areas. • Produce similar words in the same category of meaning. • Produce contexts for which those words would be used. • Distinguish the difference between pronouncing a word correctly and understanding its meaning. 	<p>Instructional Resources:</p> <p>Can use Glossaries in Reading, Science, and Social Studies Texts</p>	<p>containing the same root and identify their meanings</p> <p>Learning Centers/Stations Resources:</p>
<p>4.10 Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. TAKS-4.10H (see 4.3A)</p> <p>4.10 Students are expected to explain the difference between a stated and an implied purpose for an expository text.</p>	<p>Note: TAKS-4.12C Identify the purposes of different types of texts such as to inform, influence, express, or entertain</p> <p>Note: TAKS-4.12J Describe how the author's perspective or point of view affects the text</p>	<p>Instructional Resources:</p> <p>McGraw-Hill Reading Unit 6: <u>Whales</u> pg. 694</p> <p>McGraw-Hill Online: Whales Activities</p> <p>If I were the Author</p>	<p>Learning Centers/Stations Resources:</p>
<p>4.11 Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: TAKS-4.10H (see 4.3A)</p> <p>4.11D use multiple text features (e.g., guide words, topic and concluding sentences) to gain an</p>		<p>Instructional Resources:</p> <p>*Can use Reading, Social Studies, and Science books. Show students how to use features of text to locate information.</p>	<p>Learning Centers/Stations Resources:</p>

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Fourth Grade Language Arts Curriculum Bundle # 2

<p>overview of the contents of text and to locate information.</p>			
<p>4.13 Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to: 4.13B explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations).</p>	<p>Note: TAKS-4.10L Represent text information in different ways such as in outline, timeline, or graphic organizer</p> <ul style="list-style-type: none"> • Analyze book illustrations to identify how the illustrator’s choice of style (e.g., realistic, imaginary, literal, humorous) influences the text’s meaning. • Include oral and/or written interpretation of events/ideas gathered from various sources (e.g., book illustrations, age-appropriate comics, informational brochures, etc.) • 	<p>Instructional Resources:</p> <p>Graphic Organizers such as:</p> <ul style="list-style-type: none"> • Chart--Sequence of Events • Venn Diagram: Comparison/Contrast of Traits/Characteristics of Two Characters • Chart: Characteristics of an "Activity/Event" • Chart: Characteristics/Subsets • Chart: Classification of Events • Chart: Chronology of Events • Chart: Main Idea (missing main idea or missing supporting detail) • Chart: Obtaining Information • Chart: Cause/Effect • Outline: Process steps/chronology (single capital letter plus numbers 1-4) • Web: Chronology of Events • Web: Characteristics of a Character • Web: Causes of a Characters Actions • Map: Using Key <p>Idea: For sequencing, you can use the book “Fortunately.” To incorporate with writing: Write your own version of the book.</p>	<p>Learning Centers/Stations Resources:</p>
<p>Oral and Written Conventions:</p>			

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Page 3 of 8

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Fourth Grade Language Arts Curriculum Bundle # 2

<p>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: 4.20A(vi) reflexive pronouns (e.g., myself, ourselves); <i>SLA 4.20A(vi) reflexive pronouns (e.g., me, te, se, nos)</i></p>		Instructional Resources:	Learning Centers/Stations Resources:
<p>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: 4.21B use capitalization for:</p>		Instructional Resources:	Learning Centers/Stations Resources:
<p>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: 4.21B(i) historical events and documents;</p>	<ul style="list-style-type: none"> • Incorporate with Constitution Day 	Instructional Resources:	Learning Centers/Stations Resources:
<p>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: 4.21B(ii) titles of books, stories, and essays; and <i>SLA 4.21B(ii) the first words of titles of books, stories, and essays;</i></p>		Instructional Resources:	Learning Centers/Stations Resources:

Fourth Grade Language Arts Curriculum Bundle # 2

<p>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: 4.21B(iii) languages, races, and nationalities; and <i>NOT APPLICABLE TO SLA</i></p>		<p>Instructional Resources:</p>	<p>Learning Centers/Stations Resources:</p>
<p>4.22 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to: 4.22D use spelling patterns and rules and print and electronic resources to determine and check correct spellings.</p>			
<p>Oral and Written Conventions-Spelling</p>			
<p>4.22 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to: 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: See Spelling Sequence in campus share folder labeled Phonics_Spelling_Sequence_campus Spelling Resource Divided by Language of Origin</p>	<p>Learning Centers/Stations Resources:</p>
<p><i>4.22 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</i> <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></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: See Spelling Sequence in campus share folder labeled Phonics_Spelling_Sequence_campus</p>	
<p>Previously taught TEKS to be reviewed and/or Extended</p>			
<p>4.1 Reading/Fluency. Students read grade-level text with fluency and comprehension. 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"> • BOY Fluency = 93 correct wpm • MOY Fluency = 105 correct wpm • EOY Fluency = 118 correct wpm • Students should use punctuation as a cue for expression and phrasing. 	<ul style="list-style-type: none"> • Buddy Reading • Derivative Memory • Echo Me • Fluency Guide (for one-minute whole class or individual fluency checks) • Interactive Read-Aloud • Performance Reading 	

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Fourth Grade Language Arts Curriculum Bundle # 2

		<ul style="list-style-type: none"> • Sustained Silent Reading Guidelines (Word) 	
<p>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)</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"> • 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.) • Students should receive regular reading instruction with texts which are challenging but manageable (90% - 94% accuracy). • Students should be able to read for 30 consecutive minutes by the end of 4th grade. (It may not be possible to accomplish this daily, but students should have regular experience with sustained reading.) 		<p>General Reading Grid</p> <p>Reading Choice Grid 1</p> <p>Reading Choice Grid 2</p> <p>Ways to Love a Book Grid</p>
<p>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:</p> <p>4.15A, 4.15B, 4.15C, 4.15D, 4.15E (All Writing Process SE's)</p>	<p>The Writing Process: 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.</p>	Refer to Bundle 1 for resources.	
<p>4.17 Writing. Students write about their own experiences.</p> <p>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 (NOTE: This includes journaling in all content areas. Ex. Justifying answers in math journal/notebook)</p> <ul style="list-style-type: none"> • Exhibit an identifiable personal voice in writing. 		<p>Fourth Grade Menus and Grids</p>

Fourth Grade Language Arts Curriculum Bundle # 2

<p>4.27 Listening and Speaking/Listening. 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"> • Students should listen to advanced texts read aloud (1-2 years above 4th grade reading level) to develop vocabulary skills. • Exhibit empathy to the speaker through respectful behavior • Concentrate on the speaker and his/her message • Focus on the speaker’s message, not on distractions such as accent/dialect, clothing, or delivery method 		
<p>4.27 Listening and Speaking/Listening. 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>4.29 Listening and Speaking/Teamwork. 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>			

Fourth Grade Language Arts Curriculum Bundle # 2

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;
- (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.