

Fourth Grade Language Arts Bundle # 3

Title	Suggested Dates
Main Ideas and Details	Oct. 5 – Oct. 23 13 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"> How can personal experience, culture, and point of view influence the ways ideas are presented? How does researching the personal experience, culture, and point of view of others strengthen our comprehension?

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>Part 2: Morphemic Elements</p> <p>V.009 Identify meaning of affixes</p> <p>V.010 Identify the meaning of words with affixes</p> <p>V.011 Produce meaning of words with affixes</p> <p>V.012 Produce meaning of words with affixes</p> <p>V.013 Produce meaning of words with affixes</p> <p>V.014 Identify meaning of roots</p> <p>V.015 Identify words with common roots and related meanings</p> <p>V.016 Produce words containing the same root and identify their meanings</p>

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<p>4.3 Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</p> <p>4.3A summarize and explain the lesson or message of a work of fiction as its theme;</p>	<p>Note: TAKS-4.10H <i>Draw inferences such as conclusions or generalizations and support them with text evidence and experience</i></p> <ul style="list-style-type: none"> • <i>Explore how the same theme may be represented in different ways by different cultures and at different times in history.</i> 	<p>Instructional Resources:</p> <p>Read Write Think: Summarizing Strategy Sheet</p>	<p>Learning Centers/Stations Resources:</p> <p>Florida Center for Reading Research</p> <p>Narrative Text Structure Comprehension Part 1, part 1, Grade 4 and 5 C.011 Retelling a Story C.012 Retelling a Story C.013 Summarize Narrative Text</p>
<p>4.6 Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to: TAKS-4.10H (see 4.3A)</p> <p>4.6B describe the interaction of characters including their relationships and the changes they undergo;</p>	<p>Note: TAKS-4.12H <i>Analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo</i></p> <p>Note: TAKS-4.10L <i>Represent text information in different ways such as in outline, timeline, or graphic organizer</i></p> <p>How the reader knows about the character (characterization):</p> <ul style="list-style-type: none"> • <i>What the character says</i> • <i>What the character does or does not do</i> • <i>What other characters tell us about the character</i> • <i>What the author tells us about the character directly and indirectly (e.g. Explanatory words in quotations)</i> • <i>Other characters' reactions to the character</i> 	<p>Instructional Resources:</p> <p>McGraw-Hill Reading Unit 1: <i>Amelia's Road</i> pg. 44 (May want to use with Hispanic Heritage Month)</p> <p>McGraw-Hill Online: Amelia's Road Activities</p> <p>Read Write Think: Character Trading Cards</p> <p>Read Write Think: Inferring How and Why Characters Change</p>	<p>Learning Centers/Stations Resources:</p> <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>

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<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>4.11A summarize the main idea and supporting details in text in ways that maintain meaning;</p>	<p>Note: TAKS-4.10F Determine a text’s main (or major) ideas and how those ideas are supported with details Note: TAKS-4.10G Paraphrase and summarize text to recall, inform, and organize ideas Note: TAKS-4.12J Describe how the author’s perspective or point of view affects the text</p>	<p>Instructional Resources:</p> <p>Read Write Think: Summarizing Strategy Sheet</p>	<p>Learning Centers/Stations Resources:</p> <p>Florida Center for Reading Research</p> <p>Expository Text Structure Comprehension Part 2, part 1, Grade 4 and 5 C.019 Paraphrase Text C.020 Summarize Expository Text</p> <p>Comprehension Part 4: Monitor for Understanding C.040 Summarize text</p>
<p>Writing:</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>	<p>Refer to Bundle 1 for resources.</p>	
<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>Instructional Resources:</p> <p>Voice</p> <p>Voice Poster</p> <p>More Books for Teaching Voice</p>	<p>Learning Centers/Stations Resources:</p> <p>Fourth Grade Menus and Grids</p>
<p>4.18 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p> <p>4.18A(i) establish a central idea in a topic</p>		<p>Instructional Resources:</p> <p>Teacher Note: This should be completed during science/social studies instruction. (See Research TEKS below.)</p> <p>https://www.pearsonsuccessnet.com/snpapp/login/login.jsp</p>	<p>Learning Centers/Stations Resources:</p>

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<p>sentence;</p>		<p>Science and Social Studies Leveled Readers, Search by comprehension skill and genre, content area, and/or topic. We only have access to the Science and Social Studies Level Readers in English & Spanish</p> <p>http://www.readinga-z.com/www.readinga-z.com</p> <p>Expository Writing Outcomes</p> <p>Expository Writing Graphic Organizers</p>	
<p>4.18 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p> <p>4.18A(ii) include supporting sentences with simple facts, details, and explanations; and</p>		<p>Instructional Resources:</p> <p>Teacher Note: This should be completed during science/social studies instruction. (See Research TEKS below.)</p> <p>https://www.pearsonsuccessnet.com/snpapp/login/login.jsp</p> <p>Science and Social Studies Leveled Readers, Search by comprehension skill and genre, content area, and/or topic. We only have access to the Science and Social Studies Level Readers in English & Spanish</p> <p>www.readinga-z.com</p>	<p>Learning Centers/Stations Resources:</p>
<p>4.18 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p> <p>4.18A(iii) contain a concluding statement;</p>		<p>Instructional Resources:</p> <p>Teacher Note: This should be completed during science/social studies instruction. (See Research TEKS below.)</p> <p>https://www.pearsonsuccessnet.com/snpapp/login/login.jsp</p> <p>Science and Social Studies Leveled Readers, Search by comprehension skill and genre, content area, and/or topic. We only have access to the Science and Social Studies Level Readers in English & Spanish</p> <p>www.readinga-z.com</p>	<p>Learning Centers/Stations Resources:</p>
<p>Oral and Written Conventions:</p>			

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<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:</p> <p>4.20A use and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p>		<p>Instructional Resources:</p>	<p>Learning Centers/Stations Resources:</p>
<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:</p> <p>4.20A(i) verbs (irregular verbs); <i>SLA 4.20A(i) regular and irregular verbs (past, present, future, and perfect tenses in the indicative mode)</i></p>)	<p>Instructional Resources:</p>	<p>Learning Centers/Stations Resources:</p> <p>MadLibs Jr.</p>
<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:</p> <p>4.20A(vii) correlative conjunctions (e.g., either/or, neither/nor); <i>SLA 4.20A(vii) correlative conjunctions(e.g., o/o, ni/ni); and</i></p>		<p>Instructional Resources:</p>	<p>Learning Centers/Stations Resources:</p>

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<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:</p> <p>4.20C use complete simple and compound sentences with correct subject-verb agreement.</p>		<p>Instructional Resources:</p> <p>*Use Language Arts Teacher Edition for student activity ideas.</p>	<p>Learning Centers/Stations Resources:</p>
<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:</p> <p>4.21C recognize and use punctuation marks including: <i>SLA 4.21C recognize and use punctuation marks including commas in compound sentences, colons, semi-colons, ellipses, the hyphen, and em dash</i></p>		<p>Instructional Resources:</p>	<p>Learning Centers/Stations Resources:</p>
<p>Oral and Written Conventions-Spelling</p>			
<p>4.22 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</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>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.</p>	<p>Instructional Resources:</p> <p>See Spelling Sequence in campus share folder labeled Phonics_Spelling_Sequence_campus</p> <p>Spelling Resource Divided by Language of Origin</p>	<p>Learning Centers/Stations Resources:</p>

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<p><i>4.22 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</i></p> <p><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:</p> <p>See Spelling Sequence in campus share folder labeled Phonics_Spelling_Sequence_campus</p>	
Research:			
<p>4.23 Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</p> <p>4.23A generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic; and</p>	<p>Define the task, and decide what information you need to do it.</p> <ul style="list-style-type: none"> • Students may create questions in response to text for further research. <p>Including:</p> <ul style="list-style-type: none"> • Ask and answer relevant questions for personal clarification, to extend ideas in group discussions, and to conduct formal and informal research • Write relevant questions before reading information on a given topic he or she would like to investigate and revises questions after gathering information. 	<p>Teacher Note: Have students create a simple research project during science or social studies instruction. Introduce the Big 6. Include a short written piece to take through the writing process.</p> <p>See Campus Librarian for Big 6 Research Skills Resources Big 6 Research Materials</p> <p>How Do Oceans Affect Coastal Regions and the People Who Reside There?</p> <p>Big Six Resources for Elementary (This site has a good explanation of each step and related tools.)</p> <p>Big 6: Task Definition for Kids</p>	
<p>4.23 Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</p> <p>4.23B generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question.</p>	<p>Brainstorm the possible sources, and choose the best source.</p> <ul style="list-style-type: none"> • Analyze questions to determine the best source of information to answer them (e.g., print, experts, technology) 	<p>See Campus Librarian for Big 6 Research Skills Resources Big6 Research Materials</p> <p>Steps to Big 6 Research Process in Song</p> <p>Big Six Resources for Elementary (This site has a good explanation of each step and related tools.)</p> <p>Big 6: Information Seeking Strategies for Kids</p>	
<p>4.24 Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and</p>	<p>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 Big6 Research Materials</p>	

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<p>systematically record the information they gather. Students are expected to:</p> <p>4.24A follow the research plan to collect information from multiple sources of information both oral and written, including:</p>		<p>Big Six Resources for Elementary (This site has a good explanation of each step and related tools.)</p> <p>Big6: Location and Access for Kids</p>
<p>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:</p> <p>4.24A(i) student-initiated surveys, on-site inspections, and interviews;</p>		<p>See Campus Librarian for Big 6 Research Skills Resources</p> <p>Big6 Research Materials</p> <p>Big Six Resources for Elementary (This site has a good explanation of each step and related tools.)</p>
<p>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:</p> <p>4.24A(ii) data from experts, reference texts, and online searches; and</p>	<ul style="list-style-type: none"> • Students select texts that are of an appropriate level to ensure comprehension (when available). 	<p>See Campus Librarian for Big 6 Research Skills Resources</p> <p>Big6 Research Materials</p> <p>Big Six Resources for Elementary (This site has a good explanation of each step and related tools.)</p> <p>EBSCO</p> <p>NetTrekker (This site has the capability of searching by reading level.)</p>
<p>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:</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>Big6 Research Materials</p> <p>Big Six Resources for Elementary (This site has a good explanation of each step and related tools.)</p>

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<p>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:</p> <p>4.24B use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, italics , table of contents, graphics, headings);</p>		<p>See Campus Librarian for Big 6 Research Skills Resources</p> <p>Big6 Research Materials</p> <p>Big Six Resources for Elementary (This site has a good explanation of each step and related tools.)</p> <p>Big 6: Use of Information for Kids</p>
<p>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:</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>Big6 Research Materials</p> <p>Big Six Resources for Elementary (This site has a good explanation of each step and related tools.)</p>
<p>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:</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>Big6 Research Materials</p> <p>Big Six Resources for Elementary (This site has a good explanation of each step and related tools.)</p>
<p>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:</p> <p>4.24E differentiate between paraphrasing and plagiarism and identify the importance</p>		<p>See Campus Librarian for Big 6 Research Skills Resources</p> <p>Big6 Research Materials</p> <p>Big Six Resources for Elementary (This site has a good explanation of each step and related tools.)</p> <p>Notes, Quotes, and Fact Fragments (This lesson contains a link to an interactive activity.)</p>

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of citing valid and reliable sources.		
Previously taught TEKS to be reviewed and/or Extended		
<p>4.1 Reading/Fluency. Students read grade-level text with fluency and comprehension.</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"> • 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. 	www.readinga-z.com
<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>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>	<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 	

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<p>4.27A listen attentively to speakers, ask relevant questions, and make pertinent comments; and</p>	<p style="color: red;">through respectful behavior</p> <ul style="list-style-type: none"> • 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>	

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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.