


Fourth Grade Language Arts Bundle # 5

Title		Suggested Dates
Dramatic Literature		Nov. 16 – Dec. 4 12 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 do authors choose a genre? What is unique about the way dramatic literature is organized? How do the qualities of dramatic literature impact 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>4.2 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</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"> 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 tested appears to be language that is colorful 	<p>Instructional Resources:</p> <p>Figurative Language Strategies</p> <p>Vocabulary Graphic Organizer</p> <p>Florida Center for Reading Research</p> <p>Part 3: Word Meaning and Word Analysis</p>	<p>Learning Centers/Stations Resources:</p>

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	<p>or descriptive (e.g., slit, colossal, bogus, and torrential).</p> <ul style="list-style-type: none"> • 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. • 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. • Recognize the meaning of figurative language including similes, metaphors, and colorful/descriptive words. 	<p>V.023 Identify meanings of words V.024 Produce the multiple meanings of words V.025 Demonstrating a deeper understanding of the meaning of words V.026 Identify the relationship among words V.031 Identify similarities and differences between the meanings of words V.032 Identify similarities and differences between the meanings of words V.033 Identify words to complete analogies</p> <p><u>Part 4: Words in Context</u> V.034 Identify meaning in word play V.035 Identify meaning in word play V.037 Identify the meaning of words in context V.038 Identify the meaning of words in context V.039 Identify the meaning of words in context V.040 Use strategies to identify the meanings of words in context V.041 Use strategies to identify the meanings of words in context V.042 Use strategies to identify the meanings of words in context V.043 Use strategies to identify the meanings of words in context V.044 Use strategies to identify the meanings of words in context</p> <p><u>Part 1: Word Knowledge</u> V.001 Synonyms</p>	
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		<p>V.002 Antonyms V.003 Antonyms V.004 Produce Synonyms and Antonyms V.005 Meaning of homographs V.006 Meaning of homographs V.007 Identify meaning of homophones V.008 Produce homophones based on meaning</p> <p>Read Write Think: Word Storms Page</p> <p>Read Write Think: Sample Word Storm Page</p> <p>Read Write Think: Eye on Idioms Interactive</p> <p>Read Write Think: Teaching Idioms</p>	
<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 	<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.		
<p>4.5 Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. TAKS-4.10H (see 4.3A)</p> <p>4.5 Students are expected to describe the structural elements particular to dramatic literature.</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>Reading A to Z (See reader’s theater resources.)</p> <p>Reader's Theater Scripts</p> <p>More Reader's Theater Scripts</p> <p>Still More Reader's Theater Scripts</p> <p>Sources for Reader's Theater</p> <p>Teacher Note: Use dramatic literature to introduce dialogue.</p>	<p>Learning Centers/Stations Resources:</p> <p>General Reading Grid Reading Choice Grid 1 Reading Choice Grid 2 Ways to Love a Book Grid</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>4.11A 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</p> <p>Note: TAKS-4.10G Paraphrase and summarize text to recall, inform, and organize ideas</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>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>
Writing:			

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<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>Learning Centers/Stations Resources:</p> <p>Fourth Grade Menus and Grids</p>
<p>Oral and Written Conventions:</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(i) recognize and use punctuation marks, including commas in compound sentences</p>	<p>○ Students should understand:</p> <ul style="list-style-type: none"> - how to use commas to separate 2 adjectives that modify the same noun - when to use a comma between two adjectives and when not to do so (Ex. This is the shortened, simplified form. We will pay any additional reasonable costs.) - use a comma with “too” and “also” at the end of the sentence - use a comma to set off traditional a traditional word or expression when a pause is needed for clarity or emphasis (Ex. “nevertheless,” “moreover,” “however,” ...) 		
<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(ii) recognize and use punctuation marks, including quotation marks. <i>SLA4.21C recognize and use punctuation marks</i></p>		<p>Instructional Resources:</p>	<p>Learning Centers/Stations Resources:</p>

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<i>including commas in compound sentences; colons, semicolons, ellipses, the hyphen, and em dash; and</i>			
Oral and Written Conventions-Spelling			
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:	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.	Instructional Resources: See Spelling Sequence in campus share folder labeled Phonics_Spelling_Sequence_campus Spelling Resource Divided by Language of Origin	Learning Centers/Stations Resources:
<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>	<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>	Instructional Resources: See Spelling Sequence in campus share folder labeled Phonics_Spelling_Sequence_campus	
Previously taught TEKS to be reviewed and/or Extended			
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.	<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. 		
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)	<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 		

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<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>	<p style="color: red;">school, DEAR time, etc.)</p> <ul style="list-style-type: none"> • 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> <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</p>		

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answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.		
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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.