


Fourth Grade Language Arts Curriculum Bundle # 6

Title	Suggested Dates
Expression 	Dec. 7 – Dec. 18 10 Instructional Days

Big Idea/Enduring Understanding	Guiding Questions
The way ideas are represented affects understanding.	<ul style="list-style-type: none"> How do poems convey sensory details? How is poetry used in everyday life? What makes a poem your favorite?

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>4.4 Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. TAKS-4.10H (see 4.3A)</p> <p>4.4 Students are expected to explain how the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) relate to form (e.g., lyrical poetry, free verse).</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</p> <p>McGraw-Hill Reading Unit 3: Grass Sandals pg. 301</p> <p>McGraw-Hill Online: Grass Sandals Activities</p> <p>Read Write Think: Collecting and Defining Poetry</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 Fourth Grade Menus and Grids</p>

Black – Original TEKS statements (considered ELA & SLA unless noted *or italicized for SLA*)

Red- specificities

Green-Spanish only TEKS statements & specificities

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		Read Write Think: Alliteration Read Write Think: Personification Read Write Think: Line Breaks Read Write Think: Haiku Read Write Think: Rhythm and Sound Read Write Think: Poetry and Music Children's Poems Children's Poetry and Poets	
Writing:			
<p>4.16 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</p> <p>4.16B write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).</p>	<p>Note: TAKS-4.15D write to entertain such as to compose [humorous poems or] short stories</p>	<p>Instructional Resources:</p> <p>Teacher Note: Use poetry to introduce voice and word choice.</p> <p>Reading A to Z</p> <p>Read Write Think: Classroom Poetry Collection</p> <p>Read Write Think: Poetry from Prose</p> <p>How To Write Poems Poetry Writing with Karla Kuskin Poetry Writing with Jack Prelutsky</p>	<p>Learning Centers/Stations Resources:</p> <p>Poetry Idea Engine</p>
Oral and Written Conventions:			
<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(iii) adjectives (e.g., descriptive, including purpose: sleeping bag, frying pan) and their comparative and superlative forms (e.g., fast,</p>		<p>Instructional Resources:</p> <p>Reading A to Z</p> <p>*Use Teacher’s Edition Language Arts book for student activities.</p>	<p>Learning Centers/Stations Resources:</p>

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<p>faster, fastest); <i>SLA 4.20 A (iii)adjectives (e.g., descriptive, including adjective phrases: vestido de domingo) and their comparative and superlative forms (e.g., más que, la más);</i></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(iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot); <i>SLA 4.20A(iv) Adverb. (e.g., frequency: usualmente, a veces; intensity: casi, mucho)</i></p>		<p>Instructional Resources: Reading A to Z *Use Teacher’s Edition Language Arts book for student activities.</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: 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></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: See Spelling Sequence in campus share folder labeled Phonics_Spelling_Sequence_campus</p>	
<p>Previously taught TEKS to be reviewed and/or Extended</p>			

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<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. 	
<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>4.15 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</p> <p>(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. 	

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<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>		

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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.