


## Fourth Grade Language Arts Curriculum Bundle # 7

Title	Suggested Dates
Word Choice	 Jan. 5 – Jan. 29 16 Instructional Days

Big Idea/Enduring Understanding	Guiding Questions
The way ideas are represented affects understanding.	<ul style="list-style-type: none"> <li>How can personal experience, culture, and point of view influence the ways ideas are presented?</li> <li>How does the use of figurative language influence comprehension?</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>			
<b>4.2 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b>  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	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.	Instructional Resources:  <a href="#">Affixes List</a>  <a href="#">Spelling Resource Divided by Language of Origin</a>	Learning Centers/Stations Resources:
<b>4.2 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b> 4.2C complete analogies using knowledge of antonyms and synonyms (e.g., boy:girl as male:___ or girl:woman as boy:___);	<ul style="list-style-type: none"> <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> </ul>	Instructional Resources:  <a href="#">Florida Center for Reading Research Part 1: Word Knowledge</a> V.001 Synonyms 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	Learning Centers/Stations Resources:

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Red- specificities

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		<p>homophones V.008 Produce homophones based on meaning</p> <p><a href="#">Read Write Think: Word Storms Page</a></p> <p><a href="#">Read Write Think: Sample Word Storm Page</a></p>	
<p><b>4.2 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b> 4.2D identify the meaning of common idioms; and</p>		<p>Instructional Resources: <a href="#">Does It Ever Rain Cats &amp; Dogs?</a></p> <p><a href="#">Read Write Think: Eye on Idioms Interactive</a></p> <p><a href="#">Read Write Think: Teaching Idioms</a></p> <p><a href="#">Meanings of Idioms</a></p>	<p>Learning Centers/Stations Resources:</p>
<p><b>4.7 Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. TAKS-4.10H (see 4.3A)</b> 4.7 Students are expected to identify similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography.</p>	<p>Note: TAKS-4.10I Find similarities and differences across texts such as in treatment, scope, or organization Note: TAKS-4.10L Represent text information in different ways such as in outline, timeline, or graphic organizer Note: TAKS-4.12J Describe how the author's perspective or point of view affects the text</p>	<p>Instructional Resources: <a href="#">Florida Center for Reading Research Comprehension Part 1</a></p> <p><a href="#">Narrative Text Structure</a> C.001 Describe Characters C.002 Differences/Similarities between characters C.003 Differences/Similarities between characters</p> <p><a href="#">Biographies for Kids</a></p>	<p>Learning Centers/Stations Resources:</p> <p><a href="#">General Reading Grid</a> <a href="#">Reading Choice Grid 1</a> <a href="#">Reading Choice Grid 2</a> <a href="#">Ways to Love a Book Grid</a></p>
<p><b>4.8 Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. TAKS-4.10H (see 4.3A)</b> 4.8 Students are expected to identify the author's</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>Produce both oral and written descriptions of mental images derived from text (e.g., characters, setting, events, etc.).</li> </ul>	<p>Instructional Resources: <a href="#">Read Write Think: Figurative Language Awards</a></p>	<p>Learning Centers/Stations Resources:</p>

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use of similes and metaphors to produce imagery.			
<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.	
<b>4.17 Writing. Students write about their own experiences.</b> 4.17 Students are expected to write about important personal experiences.	<b>Note:</b> TAKS-4.15A write to express, [discover, record,] develop, reflect on ideas, and to problem solve <b>(NOTE: This includes journaling in all content areas. Ex. Justifying answers in math journal/notebook)</b> <ul style="list-style-type: none"> <li>• Exhibit an identifiable personal voice in writing.</li> </ul>	Instructional Resources:	Learning Centers/Stations Resources:  <a href="#">Fourth Grade Menus and Grids</a>
<b>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:</b> 4.18B write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing); and		Instructional Resources:  <a href="#">Read Write Think: Letters</a>	Learning Centers/Stations Resources:
<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:

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<p><b>4.22 Oral and Written Conventions/Spelling.</b> <i>Students spell correctly. Students are expected to:</i></p> <p><b>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</b></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 <b>Phonics_Spelling_Sequence_campus</b></p>	
Previously taught TEKS to be reviewed and/or Extended			
<p><b>4.1 Reading/Fluency. Students read grade-level text with fluency and comprehension.</b> 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> 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>		
<p><b>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:</b> 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</li> </ul>		

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	distractions such as accent/dialect, clothing, or delivery method	
<p><b>4.27 Listening and Speaking/Listening.</b>  <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:</b></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>  <b>Students work productively with others in teams. Students continue to apply earlier standards with greater complexity.</b></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 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.

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