


Fourth Grade Language Arts Curriculum Bundle # 8

Title		Suggested Dates
Making Inferences and Drawing Conclusions		Feb. 1 – Feb. 19 13 Instructional Days

Big Idea/Enduring Understanding	Guiding Questions
The way ideas are represented affects understanding.	<ul style="list-style-type: none"> What is the relationship between a characters’ actions and traits? How do learners analyze ideas to distinguish between fact and opinion? How does the point of view of the narrator influence the information presented to the reader?

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:			
4.2 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: 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: Affixes List Spelling Resource Divided by Language of Origin	Learning Centers/Stations Resources:
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.	<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 	Instructional Resources: Can use Glossaries in Reading, Science, and Social Studies Texts	Learning Centers/Stations Resources:

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

Red- specificities

Green-Spanish only TEKS statements & specificities

Fourth Grade Language Arts Curriculum Bundle # 8

	<p style="text-align: center;">available from the text</p> <ul style="list-style-type: none"> • 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>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 Analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo</p> <p>Note: TAKS-4.10L Represent text information in different ways such as in outline, timeline, or graphic organizer</p> <p>How the reader knows about the character (characterization):</p> <ul style="list-style-type: none"> • What the character says • What the character does or does not do • What other characters tell us about the character • What the author tells us about the character directly and indirectly (e.g. Explanatory words in quotations) • Other characters' reactions to the character 	<p>Instructional Resources:</p> <p>McGraw-Hill Reading Unit 1: <u>Amelia's Road</u> 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>
<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>4.6C identify whether the narrator or speaker of a story is first or third person.</p>		<p>Instructional Resources:</p> <p>First and Third Person</p>	<p>Learning Centers/Stations Resources:</p>

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

Red- specificities

Green-Spanish only TEKS statements & specificities

Page 2 of 6

Last Date Modified: 10/27/2009

Fourth Grade Language Arts Curriculum Bundle # 8

<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>4.11B distinguish fact from opinion in a text and explain how to verify what is a fact;</p>	<p>Note: TAKS-4.10J Distinguish fact and opinion in various texts</p> <p>Including applying the concepts:</p> <ul style="list-style-type: none"> • A “fact statement” contains no value language. • An “opinion statement” contains value language (e.g., good, difficult, easy, beautiful, should, etc.). <p>Note: Fact statements (no value language) and opinion statements (have value language) speak to the form of the statement—not to its truth). Do not teach students “if you can prove it, it’s a fact; if you can’t prove it, it’s an opinion.</p> <p>There are many opinions for which mountains of evidence could be assembled as “proof,” e.g., “George Washington was a good President.”</p>	<p>Instructional Resources:</p> <p>Fact and Opinion Graphic Organizers</p> <p>Florida Center for Reading Research Comprehension Part 3: Text Analysis C.026 Identify Fact and Opinion C.027 Produce Fact and Opinion</p> <p>Fact or Fiction</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>
<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>	<p>Learning Centers/Stations Resources:</p>
<p>Listening and Speaking:</p>			

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

Red- specificities

Green-Spanish only TEKS statements & specificities

Page 3 of 6

Last Date Modified: 10/27/2009

Fourth Grade Language Arts Curriculum Bundle # 8

<p>4.28 Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity.</p> <p>4.28 Students are expected to express an opinion supported by accurate information, employing eye contact, speaking rate, volume, and enunciation, and the conventions of language to communicate ideas effectively.</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.</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</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.</p>	<p>Refer to Bundle 1 for resources.</p>

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

Red- specificities

Green-Spanish only TEKS statements & specificities

Fourth Grade Language Arts Curriculum Bundle # 8

<p>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>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>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>
<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</p>		

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

Red- *specificities*

Green-*Spanish only TEKS statements & specificities*

Page 5 of 6

Last Date Modified: 10/27/2009

Fourth Grade Language Arts Curriculum Bundle # 8

providing suggestions that build upon the ideas of others.

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.