


## Fourth Grade Language Arts Curriculum Bundle # 9

Title	Suggested Dates
Comparing Texts	 Feb. 22 – Mar. 12 15 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"> <li>How can comparing texts expand an understanding of idea development and organization?</li> <li>How can we communicate our understanding of ideas?</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>			
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	<b>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.</b>	Instructional Resources:  <a href="#">Affixes List</a>  <a href="#">Spelling Resource Divided by Language of Origin</a>	Learning Centers/Stations Resources:
<b>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:</b> 4.3A summarize and explain the lesson or message of a work of fiction as its theme;	<b>Note: TAKS-4.10H</b> <b>Draw inferences such as conclusions or generalizations and support them with text evidence and experience</b> <ul style="list-style-type: none"> <li>Explore how the same theme may be represented in different ways by different cultures and at different times in history.</li> </ul>	Instructional Resources:  <a href="#">Reading A to Z</a>	Learning Centers/Stations Resources:

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Red- specificities

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<p><b>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:</b></p> <p>4.6A sequence and summarize the plot's main events and explain their influence on future events;</p>	<p>Note: TAKS-4.10G Paraphrase and summarize text to recall, inform, and organize ideas</p> <p>Note: TAKS-4.12I Recognize and analyze story plot, setting, and problem resolution</p> <p>Note: TAKS-4.10L Represent text information in different ways such as in outline, timeline, or graphic organizer</p> <p>Note: TAKS-4.12J Describe how the author's perspective or point of view affects the text</p> <ul style="list-style-type: none"> <li>• Students should be able to identify the cause of a single significant event.</li> </ul> <p><u>PLOT</u></p> <p>Recognizes Plot as the “careful arrangement by an author of incidents in a narrative to achieve a desired effect. Plot is more than simply the arrangement of happenings.... It is the result of the writer’s deliberate selection of interrelated actions... and the choice of arrangement in presenting and resolving a conflict. ... Most plots involve conflict, a struggle between two opposing forces.”</p> <p>Analyzes Plot Elements (when they are used and for what purpose)</p> <ul style="list-style-type: none"> <li>• Exposition (introduction of characters, setting, background information, etc., includes narrator and point of view)</li> <li>• Narrative hook (inciting incident; introduction of the conflict or the story problem)</li> <li>• Rising Action (events leading up to climax) or</li> <li>• Complication (building of the tension between opposing forces)</li> <li>• Climax (highest point of interest or the turning point or the point at which the story problem is solved or the conflict resolved)</li> <li>• Falling Action (leading down to the resolution of the story problem/line)</li> <li>• Resolution/Denouement (conclusion or end)</li> </ul>	<p><a href="#">Reading A to Z</a></p>	<p><a href="#">General Reading Grid</a></p> <p><a href="#">Reading Choice Grid 1</a></p> <p><a href="#">Reading Choice Grid 2</a></p> <p><a href="#">Ways to Love a Book Grid</a></p>
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	<ul style="list-style-type: none"> <li>• including analyzing text in order to determine:</li> <li>• how the author builds suspense</li> <li>• the story problem?</li> <li>• when the story problem begins</li> <li>• how the author develops (the plot) of the passage</li> <li>• how the point of view influences the reader’s understanding of a character</li> <li>• the cause of the conflict(s)</li> </ul> <p><u>SETTING</u></p> <p>Setting Of a Work or Portion of a Work</p> <p>Time</p> <ul style="list-style-type: none"> <li>• historical time</li> <li>• clock time</li> </ul> <p>Place</p> <ul style="list-style-type: none"> <li>• real</li> <li>• imaginary</li> </ul> <p>Significance of Setting: to establish or develop a unique plot line, to establish or develop unique conflicts and/or resolution of conflicts, to establish the mood or atmosphere of a work, to influence the reader’s perceptions/reactions of events/characters</p>		
<p><b>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)</b></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><a href="#">Reading A to Z</a></p>	<p>Learning Centers/Stations Resources:</p>
<p><b>Writing:</b></p>			

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<p><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> 4.18C write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.</p>		<p>Instructional Resources:  *See ELA Web page for ideas <a href="#">Reading A to Z</a></p>	<p>Learning Centers/Stations Resources:  <a href="#">Fourth Grade Menus and Grids</a></p>
<p><b>Oral and Written Conventions-Spelling</b></p>			
<p><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:</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 <b>Phonics_Spelling_Sequence_campus</b>  <a href="#">Spelling Resource Divided by Language of Origin</a></p>	<p>Learning Centers/Stations Resources:</p>
<p><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></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 <b>Phonics_Spelling_Sequence_campus</b></p>	
<p><b>Previously taught TEKS to be reviewed and/or Extended</b></p>			
<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>• <b>BOY Fluency = 93 correct wpm</b></li> <li>• <b>MOY Fluency = 105 correct wpm</b></li> <li>• <b>EOY Fluency = 118 correct wpm</b></li> <li>• <b>Students should use punctuation as a cue for expression and phrasing.</b></li> </ul>		

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<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></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"> <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>4.15 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</b></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 <a href="#">Bundle 1</a> for resources.</p>
<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></p> <p>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 distractions such as accent/dialect, clothing, or delivery method</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</b></p>		

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<b>are expected to:</b>		
4.27B follow, restate, and give oral instructions that involve a series of related sequences of action.		
<b>4.29 Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity.</b>	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.	

### 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.