

Grade: 4th Grade			Designated Six Weeks: 6th six weeks		
Unit: Texas Treasures/Tesoros Unit 6			Days to teach: 32		
TEKS	Spanish TEKS	Assessment & Specificity	Vocabulary	Instructional Strategies	Resources/ Weblinks

(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. Students are expected to					
(A) explain how the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) relate to form (e.g., lyrical poetry, free verse). (Supporting)	explain how the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) relate to form (e.g., lyrical poetry, free verse).	You can tell from this poem that— Which type of poetry is the following poem? How do you know that this is a lyrical poem?	Figurative language Alliteration Concrete Poem Imagery Metaphor	<ul style="list-style-type: none"> Share in instructional groups about the proper form and meaning of a haiku. Identify implicit ideas and information heard in a haiku or concrete poem. 	<ul style="list-style-type: none"> Treasures: Unit 9, p.798 (Haiku) “Light Bulb” http://www.proteacher.org/a/32354_poetry_is_fun.html http://www.coreknowledge.org/CK/resrcs/lessons/05_3_PageantPoetry.pdf
(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:					
(A) sequence and summarize the plot's main events and explain their influence on future events; (Readiness)	(A) sequence and summarize the plot's main events and explain their influence on future events;	What happened when_? Before _ did _, what did he do? What happened after _? Why are paragraphs_ through_ important in this story? What event helps the reader predict what will happen next? The reader can tell that _ will _ because_.	sequence summary plot predict	<ul style="list-style-type: none"> “Somebody Wanted But So Then” beginning/middle/end sequence-students create a time line of their lives plot-create a story map showing the rising action and falling action cause/effect chart 	Treasures: Unit 6, p. 708 “The Gold Rush Game”(fantasy) <ul style="list-style-type: none"> novels and picture books from the library and/or literacy library newspapers
(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. Students are expected to:					
(A) identify similarities and differences between the events and characters’ experiences in a fictional work and the actual events described in an author’s biography or autobiography. (Supporting)	(A) identify similarities and differences between the events and characters’ experiences in a fictional work and the actual events described in an author’s biography or autobiography.	What do the characters in _ and _ have in common? A similarity in events between the two selections is – In what way are _’s experiences different in the story about his/her	Biography Autobiography Fiction Similarity Difference experience	Demonstrate comprehension of text by making a Cereal Box book report, flipchart, or other visual. Conclusions Chart	Treasures: Unit 6, p. 746 “Snowflake Bentley”; p. 778 “How Ben Franklin Stole the Lightning” (connects with <i>Science</i> for inventors)

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		life than in the biography s/he wrote?			
(10) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to					
explain the difference between a stated and an implied purpose for an expository text. (Supporting)	explain the difference between a stated and an implied purpose for an expository text.	What was an implied purpose of this text selection? What is the difference between the stated purpose and the implied purpose of this selection? What is the author's opinion on the topic? What was the author's purpose in writing this selection?	purpose implied stated inference conclusion	Problem/Solution Chart Read materials about the depression/dust bowl with support of visuals.	Treasures: Unit 6, p. 678 "Leah's Pony" (<i>Social Studies</i> connection) <u>Out of the Dust</u>
(11) Reading/Comprehension of Informational Text/Expository Text. Students analyze					
(A) summarize the main idea and supporting details in text in ways that maintain meaning; (Readiness)	(A) summarize the main idea and supporting details in text in ways that maintain meaning;	This article is mostly about— What is the main idea of this information? What are the 4 most important facts in this article? Which of these is the most complete summary of this information?	main idea supporting detail sequence summary	Describe general meaning, main points, and details heard in the story.	Treasures: Unit 6, p.734 "Taking the Lead"
(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) develop drafts by categorizing ideas and organizing them into paragraphs (Readiness)	(B) develop drafts by categorizing ideas and organizing them into paragraphs (Readiness)	MISD Writing Prompt: Imagine you were locked in the school overnight. Write a composition about your experiences.		Use rubrics to provide a foundation for assessing student writing Use mentor texts to model skilled writing	

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(16) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people					
(B) write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse)	(B) write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse)		rhyme meter verse sensory	Use examples of poems to mimic rhyme scheme. Students complete a poetry book with different types of poetry.	<ul style="list-style-type: none"> • Runny Babbit Shel • Silverstein • Hailstones and Halibut • Bones • http://www.proteacher.org/a/32354_poetry_is_fun.html • http://www.coreknowledge.org/CK/resrcs/lessons/05_3_PageantPoetry.pdf • http://www2.redmond.k12.or.us/mccall/renz/pdf/poetry/poetry08.pdf • Chapter XII Building a Writing Community
(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:					
(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot); (Supporting)	(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (iv) adverbs (e.g., frequency: usualmente, a veces; intensity: casi, mucho);		adverbs	McGraw/Hill Rdg:p.703G-H, 703EE	Treasures: Unit 6, TE p. 729G
(A)(viii) use time order transition words and transitions that indicate a conclusion; (Supporting)	(viii) use time-order transition words and transitions that indicate a conclusion;		transition conclusion time order	teacher observation have students circle transition words evaluate activity	Treasures: Unit 6, p.772

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(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:					
(B) use capitalization for: (i) historical events and documents; (Supporting)	(B) use capitalization for: (i) historical events and documents;		capitalization		
(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:					
(D) Use spelling patterns and rules and print and electronic resources to determine and check correct spellings.	(G) use spelling patterns, rules, and print and electronic resources to determine and check correct spellings				www.dictionary.com
(23) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to					
(A) generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic;	(A) generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic		Encyclopedias Dictionaries Periodicals/Newspapers		<ul style="list-style-type: none"> • McGraw Hill Rdg: p.741A-741F http://www.dekalb.k12.ga.us/Marbut/semester%20project%2042-09.pdf • http://ivyjoy.com/rayne/kidssearch.html • Products and assessments ideas: • http://www.bcps.org/offices/lis/models/tips/productselem.html
(B) generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question.	(B) generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question			The Inquiry Chart enables students to gather information about a topic from several sources. Teachers design the I-chart around several questions about a topic. Students read or listen to several sources on the topic and record	McGraw Hill Reading, p.741 Revisit, Reflect, Retell Linda Hoyt <ul style="list-style-type: none"> • Inquiry chart: http://www.readingrockets.org/strategies/inquiry_chart

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				answers to the posed questions within the I-chart. Students generate a summary in the final row. Different answers from various perspectives can be explored as a class.	
(24) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to					
(A) follow the research plan to collect information from multiple sources of information both oral and written, including: (i) student-initiated surveys, on-site inspections, and interviews	(A) follow the research plan to collect information from multiple sources of information both oral and written, including: (i) student-initiated surveys, on-site inspections, and interviews				Treasures: Unit 6, TE p. 741A
(A)(ii) data from experts, reference texts, and online searches;	(A) (ii) data from experts, reference texts, and online searches				Treasures: Unit 6, TE p. 741A Interviewing: http://www.eduplace.com/graphicorganizer/pdf/5Ws.pdf
(A)(iii) visual sources of information (e.g., maps, timelines, graphs) where appropriate	(A) (iii) visual sources of information (e.g., maps, timelines, graphs) where appropriate				Treasures: Unit 6, TE p. 741A
(B) use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, italics);	(B) use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, italics);				Treasures: Unit 6, TE p. 741A Notetaking from the Big 6 Research Method
(C) take simple notes and sort evidence into	(C) take simple notes and sort evidence into				Treasures: Unit 6, TE p. 741A

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provided categories or an organizer	provided categories or an organizer				Notetaking from the Big 6 Research Method
(D) identify the author, title, publisher, and publication year of sources;	(D) identify the author, title, publisher, and publication year of sources				Treasures: Unit 6, TE p. 741A http://www.copyrightkids.org/
(E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources	(E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources				<ul style="list-style-type: none"> • Treasures: Unit 6, TE p. 741A • Summarizing, paraphrasing and quoting from the Big 6 Research Method • http://www.copyrightkids.org/
(25) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to					
improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic).	improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic)			Teacher models and guides students to identify purpose and audience for writing.	Treasures: Unit 6, TE p. 741A <ul style="list-style-type: none"> • http://www.eduplace.com/graphicorganizer/pdf/planning.pdf
(26) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to					
draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used	draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used			Create a project-based learning checklist for students. (see link)	Treasures: Unit 6, TE p. 741A <ul style="list-style-type: none"> • http://pblchecklist.4teachers.org/index.shtml