

Grade: 4th Grade			Designated Six Weeks: Ongoing		
Unit:			Days to teach:		
TEKS	Spanish TEKS	Assessment & Specificity	Vocabulary	Instructional Strategies	Resources/ Weblinks

<p>Figure 19. 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:</p>					
(A) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension;	(A) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension;	What was the author’s purpose in writing this article? What is the most likely reason the author wrote this article? You can tell that the author wrote this story to--	Author’s purpose	K-W-L Probable passage Anticipation guide DRTA	Reading across content areas
(B) ask literal, interpretive, and evaluative questions of text;	(B) ask literal, interpretive, and evaluative questions of text;	What happened when__did __? What did the author mean by this sentence_? Which way did _express his anger best? Which of the following two sentences help you the most to understand the information?	Literal Interpretative evaluative	Metacognitive questioning Self-initiated reading queries	
(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);	(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);	Reread to find out why __is important.	Background knowledge Sensory images	Metacognitive modeling and monitoring Think-Alouds Describe mental images	
(D) make inferences about text using textual evidence to support understanding; (Readiness) -Fiction (Supporting) -Literary Nonfiction, Poetry, Drama	(D) make inferences about text using textual evidence to support understanding;	According to the selection__(conclusion) You can tell from the story____ Which sentence in the story tells you that____ What information in this article supports the	Inference Textual evidence Inductive Deductive		

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		conclusion that--? What can you conclude about __? One conclusion that can be made about __is__			
(E) summarize information in text, maintaining meaning and logical order (Readiness) -Fiction (Supporting) -Literary Nonfiction, Poetry, Drama	(E) summarize information in text, maintaining meaning and logical order;	Which is the most complete summary of this information? Summarize the 3 (4) most important facts in the order the facts were presented.	Summarize Paraphrase Synthesize texts Logical order Sequence	Utilize summarizing frameworks and graphic organizers to show how ideas relate	
(F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence. (Readiness)	(F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.	What is the major idea found in both selections? An idea presented in both the article and the biography is__ The story and the article both present ideas about__ Why was __mentioned in both the newspaper article and the story with the journal? What is a theme in both selections?	Thematic links Author analysis Literary texts Informational texts Textual evidence	Text to self Text to text Text to world	
(1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to					
read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	read aloud grade-level stories with accuracy, expression, appropriate phrasing, and comprehension.	Collect fluency graphs once a month to monitor progress.	WPM – Words per Minute fluency reading with expression	Once a week, students take a one minute timing of their oral reading with a partner and graph the time.	
(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:					

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(A) listen attentively to speakers, ask relevant questions, and make pertinent comments;	(A) listen attentively to speakers, ask relevant questions, and make pertinent comments;	TSW establish a purpose for reading and listening.	attentive	Teacher modeling through think-alouds	
(B) follow, restate, and give oral instructions that involve a series of related sequences of action.	(B) follow, restate, and give oral instructions that involve a series of related sequences of action	teacher observation	sequence		
(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. 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.	express an opinion supported by accurate information, employing eye contact, speaking rate, volume, and enunciation, and the conventions of language to communicate ideas effectively.	teacher observation check list student feedback	enunciate opinion	Utilize rubrics for presentations class report	Speech rubric
(29) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. 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.	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.	teacher observation check list student feedback	appropriate detail	Create a T-chart. What does good teamwork look like/sound like? Sample rubric provided in link. Modify as needed.	Teamwork rubric
(9) Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to					
read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning	read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning	TSW establish a purpose for reading and listening.	sustained paraphrase	reading response journals Accelerated Reader Reading Counts Reading A-Z	D.E.A.R. time Accelerated Reader Reading Counts Outside incentive programs such as “Book

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and logical order (e.g., generate a reading log or journal; participate in book talks).	and logical order (e.g., generate a reading log or journal; participate in book talks).			Library	It’ and the Six Flags program.
(15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:					
(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals); (B) develop drafts by categorizing ideas and organizing them into paragraphs (Readiness)	(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals); (B) develop drafts by categorizing ideas and organizing them into paragraphs;	Personal narrative Expository -Organization/ Progression -Development of ideas -Use of Language/ Conventions Prompts will include a “Read” “Think” “Write” information boxes reminding students to write around a central idea.	brainstorming complete sentence paragraphs indent introduction body conclusion first draft revise edit final draft	Use rubrics to provide a foundation for assessing student writing Use mentor texts to model skilled writing	graphic organizers Writing Academy materials Six Traits of Writing www.writingfix.com
(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience; (Readiness)	(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience;	How can Steve make his paper better? Which sentence would be the best concluding sentence? Which is the best order of the sentences?	revise edit peer edit simple/compound sentences conventions audience	peer editing published works	graphic organizers Writing Academy materials Six Traits of Writing www.writingfix.com
(D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric (Readiness)	(D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric;	Which is the correct way to write the sentence?	revise edit peer edit simple/compound sentences conventions audience	Use rubrics – self-generated, www.rubistar.org STAAR rubric	graphic organizers Writing Academy materials Six Traits of Writing www.writingfix.com
(E) revise final draft in response to feedback	(E) revise final draft in response to feedback		revise edit	peer editing published works	www.writingfix.com Writing A-Z

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from peers and teacher and publish written work for a specific audience	from peers and teacher and publish written work for a specific audience.		peer edit simple/compound sentences conventions audience		
(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					
(A) write legibly by selecting cursive script or manuscript printing as appropriate;	(A) write legibly by selecting cursive script or manuscript printing as appropriate;		cursive script manuscript legible	Have peers read partner's writing and check for legibility.	handwriting practice sheets
(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to: <i>MISD Spell high-frequency and compound words from a commonly used list.</i>					
(D) use spelling patterns and rules and print and electronic resources to determine and check correct spellings (Supporting)	(G) use spelling patterns, rules, and print and electronic resources to determine and check correct spellings			Use completed compositions to check for incorrectly spelled words.	www.dictionary.com spell check dictionary
(17) Writing. Students write about their own experiences. Students are expected to					
write about important personal experiences. (Readiness)	write about important personal experiences.		brainstorming complete sentence paragraphs indent introduction body conclusion first draft revise, edit final draft	rubrics written samples	graphic organizers Writing Academy materials Six Traits of Writing www.writingfix.com
(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to					
(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;	(A) determine the meaning of grade-level academic Spanish words derived from Latin, Greek, or other linguistic roots and affixes;		prefix suffix affix root word base word	vocabulary quiz informal questions anecdotal notes	library books Daily Grams news magazines Mountain Language teacher created flash cards teacher created

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(Readiness)					matching games
(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:					
(A) spell words with more advanced orthographic rules and patterns: (Readiness) (i) plural rules (e.g. words ending in f as in leaf, leaves; adding -es) (Supporting)	(A) write with increasing accuracy using accent marks including: (i) words that have a prosodic or orthographic accent on the last syllable (palabras agudas) (e.g., feliz, canción) (ii) words that have a prosodic or orthographic accent on the second-to-last syllable (palabras graves) (casa, árbol) (iii) words that have an orthographic accent on the third-to-last syllable (palabras esdrújulas) (e.g., último, cómico, mecánico)		plural	Individualized study/ spelling lists Writing compositions -students should be able to spell words correctly in the context of writing assignments. Proofreading -students should be able to identify misspelled words in text.	
(A) (ii) irregular plurals (e.g man/men, foot/feet, child/children) (Supporting)	(D) spell words with: (i) Greek roots (e.g., tele-, foto-, grafo-, metro-) (ii) Latin roots (e.g., spec, scrib, rupt, port, dict) (iii) Greek suffixes (e.g., -ología, -fobia, -ismo, -ista) (iv) Latin derived suffixes (e.g., -able, -ible, -ancia)		plural irregular		
(A) (iii) double consonants in middle of	(F) mark accents appropriately when				

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words (Supporting)	conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (e.g., corrió, jugó, tenía, gustaría, vendrá)				
<i>*Reading ongoing across all genres*This is in the TEKS in several genres.</i>					
		TSW will ask questions about text: literal, interpretive, and evaluative. They will monitor and adjust comprehension by using textual evidence, rereading a portion aloud, generating questions, summarizing and synthesizing. They will connect text to text, text to self, and text to world. TSW make inferences using textual evidence. TAKS Obj 1	Conflict Resolution Problem Solution Setting Time Place Historical setting		