

GT Language Arts Curriculum – 4th Grade –Sixth Six Weeks
Irving Independent School District

- How do I use spoken, written, and visual language for learning?
- How do I use printed and non-printed materials to learn new information?
- How do I communicate what I know to others?
- What strategies can I use to understand what I read?

TAKS OBJ	TEKS Knowledge & Skills	Student Expectation <i>The student will. . .</i>	Focus Question(s)					Observable Behaviors <i>The student will . . .</i>	Resources
				2 nd	3 rd	4 th	5 th		

Reading Objective. 1	4.9 The student acquires an extensive vocabulary through reading and systematic word study.	(B) Draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words;	What do you do when you come to an unknown word in reading?		✓ T	✓ T	✓ T	explain the meaning of an example of figurative language from a designated text.	McGraw Hill Reading, Unit 6 SOAR to Success RAD Strategies
		(D) determine meanings of derivatives by applying knowledge of the meanings of root words such as <i>like, pay, or happy</i> and affixes such as <i>dis-, pre-, and un-</i> ;	What do you do when you come to an unknown word in reading?	✓	✓	✓ T	✓ T	divide into syllables any word that contains prefix/root word (e.g., <i>re-new; un-tie; thank-ful; fear-less; un-kindly</i>)	McGraw Hill Reading, Unit 6 SOAR to Success RAD Strategies
		(D)(ii) determine meanings of derivatives by applying knowledge of the meanings of root words such as <i>feliz, razón, or entrar</i> and affixes such as <i>in-, -able, or -ada</i> (4-6/SLA)	What do you do when you come to an unknown word in reading?	✓	✓	✓ T	✓ T	create, define, and write sentences using new words with <ul style="list-style-type: none"> • prefix <i>-in.-des,</i> • suffix <i>-dad</i> 	McGraw Hill Reading, Unit 6 Reciprocal Teaching Strategies RAD Strategies

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Reading Objective 2	4.10 The student uses a variety of strategies to comprehend selections.	(F) determine a text's main (or major) ideas and how those ideas are supported with details. (4-8)	What strategies can you use to help you understand what you are reading?	✓	T	T	T	explain the order in which major events happen in a story and support with details from the text.	<i>McGraw Hill Reading, Unit 6</i> <i>SOAR to Success</i> RAD Strategies
		(G) paraphrase and summarize text to recall, inform, or organize ideas. (4 – 8)	What strategies can you use to help you understand what you are reading?	✓	T	T	T	chooses an organizational strategy and produces a two or three sentence summary of a selection.	<i>McGraw Hill Reading, Unit 6</i> <i>SOAR to Success</i> RAD Strategies

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Reading Objective 2	4.12 The student analyzes the characteristics of various types of texts (genres).	(H) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4 – 8)	How do the characters contribute to the story?	✓	T	T	T	acts in character to demonstrate an understanding of dialogue between characters in a fictional selection (e.g., role plays a scene from a story, converts the words from a story into an actual conversation between two characters)	McGraw Hill Reading, Unit 6 SOAR to Success RAD Strategies
		(I) recognize and analyze story plot, setting, and problem resolution (4 – 8)	Why are the story plot, setting, and resolution important to the story?	✓	T	T	T	Explain the relationship between development of the plot and changes in other story elements (e.g. character, plot, setting, solution/resolution)	McGraw Hill Reading, Unit 6 SOAR to Success RAD Strategies
Reading Objective 3	4.10 The student comprehends selections using a variety of strategies.	(E) use the text’s structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8)	How do you find information in a text?	✓	T	T	T	distinguish between what is important and what is interesting when reading an expository selection	McGraw Hill Reading, Unit 6 SOAR to Success RAD Strategies

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		(i) find similarities and differences across texts such as in treatment, scope, or organization (4 – 8)	How is nonfiction text different from narrative text?			✓ T	✓ T	<ul style="list-style-type: none"> • Identify the features of a narrative selection- beginning/middle/end; literary elements- setting/plot/character/problem and resolution • Identify the features of a nonfiction text-cause and effect/problem and solution/question and answer/comparison and contrast/description/sequence 	<i>McGraw Hill Reading, Unit 6 SOAR to Success RAD Strategies</i>
		(L) represent text information in different ways such as in outline, timeline, or graphic organizer (4-8)	How can you organize text information ?	✓	✓ T	✓ T	✓ T	Choose an appropriate organization strategy to represent a designated text selection	<i>McGraw Hill Reading, Unit 6 SOAR to Success RAD Strategies</i>

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Reading Objective 3	4.12 The student analyzes the characteristics of various types of texts (genres).	(A) judge the internal consistency or logic of stories and texts such as “Would this character do this?”; “Does this make sense here 4f-5)	Would a character really do this?			✓ T	✓ T	<ul style="list-style-type: none"> • determine if the time and place in the story is important to the characters • determine if a character’s actions would be different in another time or place 	McGraw Hill Reading, Unit 6 SOAR to Success RAD Strategies
		(C) identify the purposes of different types of text to inform, influence, express, or entertain (4 – 8)	Why am I reading this selection?			✓ T	✓ T	identify purposes for reading <ul style="list-style-type: none"> • to find out • to understand • to interpret • to enjoy • to solve a problem 	McGraw Hill Reading, Unit 6 SOAR to Success RAD Strategies

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Reading Objective 3	4.12 The student analyzes the characteristics of various types of texts (genres).	(E) compare communication in different forms such as [contrasting a dramatic performance with a print version of the same story or] story variants (2 – 8)	How does this selection compare with...?	✓	✓	T	T	compare and contrast within and between texts <ul style="list-style-type: none"> • facts • characters • setting • time • author’s purpose 	<i>McGraw Hill Reading, Unit 6</i> SOAR to Success RAD Strategies
		(J) describe how the author’s perspective or point of view affects the story (4-8)	How does the author tell the story?					determine if a story is written in the first person or third person	<i>McGraw Hill Reading, Unit 6</i> SOAR to Success RAD Strategies
							predict outcomes and actions in fiction selections based on content clues and his/her own personal experiences	<i>McGraw-Hill Reading, Unit 6</i> SOAR to Success RAD Strategies	

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Reading Objective 4	4.11 The student expresses and supports responses to various types of texts.	(C) support responses by referring to relevant aspects of text [and his/her own experiences] (4-8).	What information from the text supports my answer?	✓	✓ T	✓ T	✓ T	locate specific information from a selection to support a written response	McGraw Hill Reading, Unit 6 SOAR to Success RAD Strategies
		(D) connect, compare, and contrast ideas, themes, and issues across text (4-8)	How are the characters alike and different from characters in another story?	✓	✓ T	✓ T	✓ T	compare the likenesses and differences between two characters from different texts	McGraw Hill Reading, Unit 4 SOAR to Success RAD Strategies

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Reading Obj. 4	4.12 The student analyzes the characteristics of various types of texts (genres).	(B) recognize that authors organize information specific ways. (4-5)	How does an author organize a story?	✓	T	T	T	Identify how an author organizes information in a narrative text <ul style="list-style-type: none"> • beginning-which includes setting, introduction of characters • middle-which includes problem, goals, or events that lead to a resolution • ending-which includes the solving of reaching the conclusion 	McGraw Hill Reading, Unit 6 SOAR to Success RAD Strategies

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Writing Objective 1	4.15 writes for a variety of audiences, purposes, and in a variety of forms.	(A) write to express, [discover, record] develop, reflect on ideas, and to problem solve (4-8)	How do I write to solve a problem?	✓	✓	T	✓	develop a paragraph by stating a problem and providing one or more solutions to the problem.	<i>McGraw-Hill Reading, Unit 6 SOAR to Success RAD Strategies</i>
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Writing Obj. 1	4.15 writes for a variety of audiences, purposes, and in a variety of forms.	(C) write to inform such as to explain, describe, [report], and narrate (4-8).	How do I write a research report?	✓	✓	✓	✓	Write a research report by <ul style="list-style-type: none"> • choosing and narrowing a topic • designing research questions • gathering and organizing information • drafting the report • revising and editing the report • publishing the report 	McGraw Hill Language Arts McGraw-Hill Reading, Unit 6
	4.15 writes for a variety of audiences, purpose, and in a variety of forms	(D) write to entertain such as compose {humorous poems or} short stories (4-8)	What steps do I use to write a story?	✓	✓	✓	T	rewrite a fairy tale from a different point of view create a fairy tale with a moral (lesson)	McGraw Hill Language Arts McGraw-Hill Reading, Unit 6
		(E) exhibit an identifiable voice in personal narratives and in stories (4-5)	How is voice shown in a composition?	✓	✓	✓	T	identify voice through sharing writing with others.	McGraw Hill Language Arts McGraw-Hill Reading, Unit 6

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Writing Obj. 1	4.16 The student composes original texts applying the conventions of written language such as capitalization, punctuation, and penmanship to communicate clearly.	(A) write legibly by selecting cursive or manuscript as appropriate (4-8)	How can you share a piece of writing?	✓	✓	✓ T	✓	Attends to fluency in letter formation, connections, and spacing when writing in cursive.	McGraw-Hill Language Arts McGraw-Hill Reading, Unit 6

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Writing Obj. 1, 3	4.19 The student selects and uses writing processes for self-initiated and assigned writing.	(C) revise selected drafts by adding, elaborating, deleting, combining and rearranging text (4-8)	How can you make your writing more interesting?	✓	✓	✓	✓	Revise a draft of a paragraph by <ul style="list-style-type: none"> • adding words • moving phrases/clauses • substituting sentences • deleting words/sentences • moving phrases 	<i>McGraw Hill Language Arts McGraw-Hill Reading, Unit 4</i>
		(D) revise drafts for coherence, progression, and logical support of ideas (4-8)	How can you make your writing easy to read for the reader?	✓	✓	✓	✓	Revise a draft of a paragraph by <ul style="list-style-type: none"> • rereading the rough draft • using transition words appropriately 	<i>McGraw Hill Language Arts McGraw-Hill Reading, Unit 6</i>

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Writing Obj. 2, 6	4.16 The student composes original texts applying the conventions of written language such as capitalization, punctuation, and penmanship to communicate clearly.	(B) capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)	How do you use capitalization and punctuation appropriately in a piece of writing?	✓	✓	✓ T	✓	use a period <ul style="list-style-type: none"> • at the end of declarative sentences • after initials and abbreviations use a question mark • at the end of an interrogative sentence use an exclamation point • after a word, phrase, or sentence showing strong feel use a comma <ul style="list-style-type: none"> • to separate two or more adjectives of equal rank • to set off a direct quotation 	<i>McGraw-Hill Language Arts McGraw-Hill Reading, Unit 6</i>
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Writing Obj. 2, 6	4.17 The student composes original texts, applying the conventions of written language such as capitalization, punctuation, and penmanship to communicate clearly	(B). capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing proper nouns, using commas in a series and in direct address, and <i>guión</i> (hyphen) and <i>raya</i> (for dialogue) (4-6/SLA)	How do you use capitalization and punctuation appropriately in a piece of writing?	✓	✓	T	✓	Compose original texts, edit writing, and editing sentences correctly using Commas: <ul style="list-style-type: none"> • to set off a direct address in a dialogue Raya or guión de dialoga <ul style="list-style-type: none"> • for dialogue 	<i>McGraw-Hill Language Arts</i> <i>McGraw-Hill Reading</i> Unit 6
	4.17 The student spells proficiently	Write with accurate spelling of syllable constructions, including	How do you spell words ending in-le?	✓	✓	T	✓	Spell words correctly ending with open consonant before <i>-le</i> , such as <i>candle, table, mantle, sable, fable, and ladle</i>	<i>McGraw-Hill Spelling</i> <i>McGraw-Hill Reading</i> , Unit 6

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Writing Obj. 2,6		(A)(ii) write with accurate spelling of syllable construction such as closed, open, <i>qu</i> together, using <i>n</i> before <i>v</i> , <i>m</i> before <i>b</i> , <i>m</i> before <i>p</i> , changing <i>z</i> to <i>c</i> when adding <i>-es</i> and diphthongs (4-6/SLA)	How do you spell words?		✓	T	✓	Spell correctly words by <ul style="list-style-type: none"> • dividing words into syllables • organizing words by spelling patterns 	<i>McGraw Hill Spelling</i> <i>McGraw-Hill Reading, Unit 6</i>

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Writing Obj. 2,6	4.17 The student spells proficiently	(B) write with accurate spelling of roots such as drink, speak, read, or happy: inflections such as those that change tense or number, suffixes suas as – able or –less; and prefixes such as re- or un-(4-6)	How do you spell words that end in: - able, ier, and iest?	✓	✓	✓ T	✓	Spell words correctly that end in – able, -ier, -iest.	<i>McGraw-Hill Spelling McGraw-Hill Reading, Unit 6</i>
		(B) (ii) write with accurate spelling of roots such as <i>razón, feliz, leer, or entrat</i> , inflections such as those that change tense or number, suffixes such as –able, or-mente, and prefixes sch as re- or in-(4-6/SLA)	How do you spell words?	✓	✓	✓ T	✓	Spell correctly words using <ul style="list-style-type: none"> • accented words when the stress falls on the lass syllable • prefix –in, -des • suffixes -dad 	<i>McGraw-Hill Spelling McGraw-Hill Reading, Unit 6</i>
		(D) spell accurately in final drafts.	Are words spelled correctly in my piece of writing?	✓	✓	✓	✓	Spell grade appropriate and high frequency words accurately in final drafts	<i>McGraw-Hill Spelling McGraw-Hill Reading, Unit 6</i>

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Writing Obj. 2-6	4.17 The student spells proficiently	(D)(ii) spell accurately using accents and dieresis marks in final drafts (4-6/SLA)	Are words spelled correctly in my piece or writing?	✓	✓	✓ T	✓	Spell using accents correctly with words <ul style="list-style-type: none"> • where the stress falls on the last syllable • that end in a <i>vowel</i>, an <i>n</i>, or an <i>s</i> Edit sentences and proofread words for accent marks Explore the pattern of words with & without accents	<i>McGraw-Hill Spelling</i> <i>McGraw-Hill Reading</i> , Unit 6
Writing Obj. 2	(4.18) The student applies grammar and usage to communicate clearly and effectively in writing.	(A) use regular and irregular plurals correctly (4—6)	Are plurals used correctly in my piece or writing?	✓	✓	✓ T	✓	Correctly form plurals of words by adding <i>-ies</i> , <i>es</i> and <i>s</i> when writing published pieces.	<i>McGraw-Hill Spelling</i> <i>McGraw-Hill Reading</i> , Unit 6
Writing Obj. 2,4	(4.18) The student applies grammar and usage to communicate clearly and effectively in writing.	(B) write in complete sentences, varying the types such as compound and complex match meanings and purposes (4-5)	Are complex sentences used in my piece of writing?	✓	✓	✓ T	✓	Use complex sentences to elaborate meaning in a writing composition	<i>McGraw-Hill Spelling</i> <i>McGraw-Hill Reading</i> , Unit 6

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Writing Obj. 2,5	(4.18) The student applies grammar and usage to communicate clearly and effectively in writing.	(C) employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4—8)	Do verbs agree with the subjects in my piece or writing?	✓	✓	T	✓	Subject-verb agreement <ul style="list-style-type: none"> use a plural subject and plural verb when two or more subjects are connected use a personal pronoun in agreement with its antecedent in person, number and gender 	<i>McGraw Hill Language Arts</i> <i>McGraw Hill Reading, Unit 6</i>
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Writing Obj. 2, 5	(4.18) The student applies grammar and usage to communicate clearly and effectively in writing.	(C)(ii) employ standard Spanish usage with increased complexity in writing for audiences, including subject-verb agreement/conjugation, gender and number agreement, and parts of speech (4-6/SLA)	Do verbs agree with the subjects in my piece or writing?	✓	✓	T	✓	Compose original texts and edit writing for: <ul style="list-style-type: none"> • personal pronouns as subjects • personal pronouns as direct objects • personal pronouns as indirect objects • subject-verb agreement 	McGraw-Hill Spelling McGraw-Hill Reading, Unit 6
		(D) use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise. (4-8)		✓	✓	T	✓	identify appropriate adjective and adverb substitutions to make writing more vivid	McGraw Hill Spelling McGraw-Hill Reading, Unit 6

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TAKS OBJ	TEKS Knowledge & Skills	Student Expectation <i>The student will. . .</i>	Focus Question(s)	2 nd	3 rd	4 th	5 th	Observable Behaviors <i>The student will . . .</i>	Resources

Writing Obj. 2,4	(4.18) The student applies grammar and usage to communicate clearly and effectively in writing.	(E) use prepositional phrases to elaborate written ideas (4-8).		✓	✓	T	✓	Use the following transitions in writing: <ul style="list-style-type: none"> • after • also • although • finally • first • last • later • next • soon • then • when 	<i>McGraw Hill Language Arts, McGraw-Hill Reading, Unit 6</i>
		(F) use conjunctions to connect ideas meaningfully (4-5)	What words can be used to connect ideas?	✓	✓	T	✓	Use <i>and</i> with correct punctuation to connect two sentences to make a compound sentence	<i>McGraw-Hill Language Arts, McGraw-Hill Reading, Unit 6</i>

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Writing Obj. 2, 6	(4.18) The student applies grammar and usage to communicate clearly and effectively in writing.	(G) write with increasing accuracy when using apostrophes in contractions such as <i>it's</i> and possessives such as <i>Jan's</i> (4-8)	Have correct spellings for contractions been used in my piece of writing?	✓	✓	T	✓	Use a variety of contractions appropriately in writing.	<i>McGraw-Hill Spelling</i> <i>McGraw-Hill Reading</i> , Unit 6

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				2 nd	3 rd	4 th	5 th		

Writing Obj.2.5	(4.18) The student applies grammar and usage to communicate clearly and effectively in writing.	(H) Write with increasing accuracy when using objective case pronouns such as “ <i>Dan cooked for you and me.</i> ” (4-5)	Do pronouns agree with their objects in my piece of writing?	✓	✓	✓ T	✓	Use objective case correctly when writing a final copy.	<i>McGraw-Hill Spelling</i> <i>McGraw-Hill Reading</i> , Unit 6
		(H) (ii) write with increasing accuracy when using direct and indirect object pronouns such as “ <i>José nos los dijo.</i> ” (4-6/SLA)	Do pronouns agree with their objects in my piece of writing?	✓	✓	✓ T	✓	Compose text and edit sentences for <ul style="list-style-type: none"> • Possessive pronouns such as <i>mio, mia, tuyo, tuya</i> • Personal pronouns such as <i>yo, tú, usted, ella</i> • Indirect objects such as <i>le, les, los</i> 	<i>McGraw-Hill Spelling</i> <i>McGraw-Hill Reading</i> , Unit 6

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				2 nd	3 rd	4 th	5 th		
Writing Obj. 2,5	(4.18) The student applies grammar and usage to communicate clearly and effectively in writing.	(I) use verb tenses such as present, future, present perfect, past perfect, and future perfect appropriately and consistently (4-6/SLA)	Have I used verbs correctly in my piece of writing?	✓	✓	T	✓	review	<i>McGraw-Hill Spelling</i> <i>McGraw-Hill Reading, Unit 6</i>
Writing Obj. 2,4,5	4.19 the student selects and uses writing processes for self-initiated and assigned writing.	(E) Edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice. (4-8)	Why should I use editing marks?	✓	✓	T	✓	Use standard editing marks to edit writing to mark: <ul style="list-style-type: none"> • deletion • insertion • indention of paragraph • capitalization • change to lowercase • addition of period • addition of comma • addition of apostrophe 	<i>McGraw-Hill Spelling</i> <i>McGraw-Hill Reading, Unit 6</i>
Writing Obj. 2,5,6	4.19 The student selects and uses writing processes for self-initiated and assigned writing.	(H) Proofread his/her own writing and that of others. (4-8)	How can I make corrections in writing?	✓	✓	T	✓	Reread first draft and revise/edit own and others' writing	<i>McGraw-Hill language Arts</i> <i>McGraw-Hill Reading, Unit 6</i>

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