

GT Language Arts Curriculum – 4th Grade – First 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	TEKS Knowledge & Skills	Student Expectation The student will. . .	2 nd	3 rd	4 th	5 th	Observable Behaviors <i>The student will . . .</i>	Resources and Activities
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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;		✓	T	T	recognize and use words with <ul style="list-style-type: none"> • multiple meanings • context clues to determine the meaning of multiple meaning words 	McGraw Hill, Grade 5 Junior Great Books 4 GT Novel List Project Success GT Student Grammar Notes RAD Strategies
	Focus Question What do you do when you come to an unknown word in reading?	(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> ;	✓	✓	T	T	apply structural cues (roots) and the meaning of prefixes to recognize words beginning with <i>dis-, pre-, un-</i> <ul style="list-style-type: none"> • disobey prearrange • discontinue predict • disapprove prewrite • disappear unwind • disgrace until • prepay unhappy • preview unbend • precede undo 	McGraw Hill, Grade 5 Junior Great Books 4 GT Novel List Project Success GT Student Grammar Notes 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)	✓	✓	T	T	Spanish Language Arts Create, define, and write sentences using new words with <ul style="list-style-type: none"> • Prefix <i>des-</i> • Suffix <i>-mente</i> 	McGraw Hill, Grade 5 Junior Great Books 4 GT Novel List Project Success GT Student Grammar Notes RAD Strategies

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Reading Objective 2	4.10 The student uses a variety of strategies to comprehend selections. <u>Focus Question</u> What strategies can you use to help you understand what you are reading?	(F) determine a text's main (or major) ideas and how those ideas are supported with details. (4-8)	✓	T	T	T	locate the major details to support a text's main idea.	McGraw Hill, Grade 5 Junior Great Books 4 GT Novel List Project Success GT Student Grammar Notes RAD Strategies
		(G) paraphrase and summarize text to recall, inform, or organize ideas.	✓	T	T	T	identify in narrative and expository text the difference between main events and minor details to produce a summary.	McGraw Hill, Grade 5 Junior Great Books 4 GT Novel List Project Success GT Student Grammar Notes RAD Strategies

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Reading Objective 3	<p>4.12 The student analyzes the characteristics of various types of texts (genres).</p> <p><u>Focus Questions</u></p> <p>How do the characters contribute to the story?</p> <p>Why are the story plot, setting, and resolution important to the story?</p>	<p>(H) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4–8)</p>	✓	T	T	T	<p>identify words that describe a character's traits from a story.</p> <p>compare 2 or more characters, traits from the same story.</p> <p>analyze how different characters from the same story respond to a specific problem or event.</p>	<p>McGraw Hill, Grade 5 Junior Great Books 4 GT Novel List Project Success GT Student Grammar Notes RAD Strategies</p>
	<p>(I) recognize and analyze story plot, setting, and problem resolution (4-8)</p>	✓	T	T	T	<p>identify</p> <ul style="list-style-type: none"> • the story's plot • setting • problem • solution. 	<p>McGraw Hill, Grade 5 Junior Great Books 4 GT Novel List Project Success GT Student Grammar Notes RAD Strategies</p>	

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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)	✓	T	T	T	determine the cause and effect of an event in a narrative selection.	McGraw Hill, Grade 5 Junior Great Books 4 GT Novel List Project Success GT Student Grammar Notes RAD Strategies
	<u>Focus Questions</u>							
	How do you find information in a text?	(J) find similarities and differences across texts such as in treatment, scope, or organization (4-8)			✓ T	✓ T	<ul style="list-style-type: none"> • identify common characteristics across two stories: <ul style="list-style-type: none"> • how they are alike • how are they different • commonalities in each story 	McGraw Hill, Grade 5 Junior Great Books 4 GT Novel List Project Success GT Student Grammar Notes RAD Strategies
	How is nonfiction text different from narrative text?	(K) represent text information in different ways such as in outline, timeline, or graphic organizer (4-8)	✓	✓ T	✓ T	✓ T	construct a graphic organizer (Venn Diagram) to demonstrate how two points of study are alike and different (i.e., pet cats and tigers).	McGraw Hill, Grade 5 Junior Great Books 4 GT Novel List Project Success GT Student Grammar Notes RAD Strategies
	How can you organize text information?							

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Reading Obj. 3	<p>4.12 The student analyzes the characteristics of various types of texts (genres).</p> <p><u>Focus Questions</u></p> <p>Would a character really do this?</p> <p>Why am I reading this selection?</p>	(A) judge the internal consistency or logic of stories and texts such as “Would this character do this?”; ? “Does this make sense here?” (4–5)			✓ T	✓ T	<p>identify an action from a piece of literature that is improbable or unrealistic based on fantasy or realism.</p> <p>explain why the action is improbable and recreate the story with a probable action.</p>	<p>McGraw Hill, Grade 5 Junior Great Books 4 GT Novel List Project Success GT Student Grammar Notes RAD Strategies</p>
		(C) identify the purposes of different types of text to inform, influence, express, or entertain (4–8)			✓ T	✓ T	<p>identify purposes for reading</p> <ul style="list-style-type: none"> • to find out • to understand • to interpret • to enjoy • to solve a problem <p>*use knowledge of the purpose to self-monitor comprehension.</p> <p>*use every 6 weeks</p>	<p>McGraw Hill, Grade 5 Junior Great Books 4 GT Novel List Project Success GT Student Grammar Notes RAD Strategies</p>

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Reading Objective 3	<p>4.10 The student analyzes the characteristics of various types of texts (genres).</p> <p><u>Focus Questions</u></p> <p>How does this selection compare with ...?</p>	(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)	✓	✓	T	T	compare and contrast the setting, plot and problem/solution of two similar texts	McGraw Hill, Grade 5 Junior Great Books 4 GT Novel List Project Success GT Student Grammar Notes RAD Strategies
	What is the author's point of view?	(J) describe how the author's perspective or point of view affects the story (4 – 8)	✓	✓	T	T	identify the author's point of view from a story.	McGraw Hill, Grade 5 Junior Great Books 4 GT Novel List Project Success GT Student Grammar Notes RAD Strategies

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Reading Objective 4	<p>4.10 The student comprehends selections using a variety of strategies.</p> <p><u>Focus Questions</u></p> <p>How do you predict what will happen next in a story?</p> <p>What are some key opinion words to help identify opinion s statements?</p>	(H) draw inferences such as conclusions or generalizations and support them with text evidence [and experience] (4 – 8).	✓	✓	T	T	predict what will happen next in a story based on evidence from the text.	McGraw Hill, Grade 5 Junior Great Books 4 GT Novel List Project Success GT Student Grammar Notes RAD Strategies
		(J) distinguish fact and opinion in various texts	✓	T	T	T	<p>identify key words from a selection in real life texts (such as advertisements, TV commercials, flyers, etc.) that signal an opinion, such as <i>believe, think, seems, may, appears, probably, likely, and possibly.</i></p> <p>generate opinion statements.</p>	McGraw Hill, Grade 5 Junior Great Books 4 GT Novel List Project Success GT Student Grammar Notes RAD Strategies

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Reading Obj. 4	<p>4.11 The student expresses and supports responses to various types of texts.</p> <p><u>Focus Questions</u></p> <p>What information from the text supports my answer?</p> <p>How are the characters alike and different from characters in another story?</p>	(C) support responses by referring to relevant aspects of text [and his/her own experiences] (4-8)	✓	✓ T	✓ T	✓ T	locate specific information from a selection to support a written response.	McGraw Hill, Grade 5 Junior Great Books 4 GT Novel List Project Success GT Student Grammar Notes RAD Strategies
	(D) connect, compare, and contrast ideas, themes, and issues across text (4–8).	✓	✓ T	✓ T	✓ T	compare the likenesses and differences between two characters from different texts.	McGraw Hill, Grade 5 Junior Great Books 4 GT Novel List Project Success GT Student Grammar Notes RAD Strategies	

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Reading Objective 4	<p>4.12 The student analyzes the characteristics of various types of texts (genres).</p> <p><u>Focus Questions</u></p> <p>How does an author organize a story?</p>	(B) recognize that authors organize information in specific ways. (4–5)	✓	T	T	T	<p>identify how an author organizes information in a narrative text</p> <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 	<p>McGraw Hill, Grade 5 Junior Great Books 4 GT Novel List Project Success GT Student Grammar Notes RAD Strategies</p>
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Writing Objective 1	<p>4.15 writes for a variety of audiences, purposes, and in a variety of forms.</p>	<p>(A) write to express, [discover, record] develop, reflect on ideas, and to problem solve (4-8)</p>	✓	✓	✓	✓	<p>generate a journal entry that organizes 3 well written essay paragraphs/essays in response to a selection that displays the following criteria:</p> <ul style="list-style-type: none"> • a good topic sentence • contains a reason, detail or fact • uses a transition • explains • gives an example • reminds the reader of the topic 	<p>McGraw Hill, Grade 5 Junior Great Books 4 GT Novel List Project Success GT Student Grammar Notes <i>RAD Strategies</i></p>
	<p><u>Focus Questions</u></p> <p>How do I write reflect on my ideas?</p>				T			

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riting Obj. 1	<p>4.15 writes for a variety of audiences, purposes, and in a variety of forms.</p> <p><u>Focus Questions</u></p> <p>How do I write a research report?</p> <p>How do I write reflect on my ideas?</p> <p>What are the characteristics of narrative selection?</p> <p>How is voice shown in a composition?</p>	<p>(C) write to inform such as to explain, describe, [report], and narrate (4-8).</p>	✓	✓	T	✓	<p>write a five paragraph composition to inform by organizing criteria:</p> <ul style="list-style-type: none"> • writing a good topic sentence • giving a reason, detail or fact • using a transition • explaining • giving an example • reminding the reader of the topic 	<p>McGraw Hill, Grade 5 Junior Great Books 4 GT Novel List Project Success GT Student Grammar Notes RAD Strategies</p>
		<p>(D) write to entertain such as compose [humorous poems or] short stories (4-8)</p>	✓	✓	✓	T	<p>write a narrative selection of at least five paragraphs by:</p> <ul style="list-style-type: none"> • writing a good topic sentences • giving details • using a variety of transitions • explaining • giving examples • reminding the reader of the topic. 	<p>McGraw Hill, Grade 5 Junior Great Books 4 GT Novel List Project Success GT Student Grammar Notes RAD Strategies</p>

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		(E) exhibit an identifiable voice in personal narratives and in stories (4-5)	✓	✓	T	✓	revise a writing sample to: <ul style="list-style-type: none"> • change three passive verbs to vivid verbs • change three boring adjectives • use one simile or metaphor • changing the beginning of two sentences • add humor • demonstrate enthusiasm for topic. 	McGraw Hill, Grade 5 Junior Great Books 4 GT Novel List Project Success GT Student Grammar Notes RAD Strategies
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Writing Obj. 1, 3	<p>4.15 writes for a variety of audiences, purposes, and in a variety of forms.</p> <p><u>Focus Questions</u></p> <p>What are the characteristics of narrative selection</p> <p>How is voice shown in a composition?</p>	(D) write to entertain such as compose [humorous poems or] short stories (4-8)	✓	✓	✓	✓ T	<p>write a 5 paragraph narrative selection by:</p> <ul style="list-style-type: none"> • writing good topic sentences • giving details • using a variety of transitions • explaining • giving examples • reminding the reader of the topic. 	<p>McGraw Hill, Grade 5 Junior Great Books 4 GT Novel List Project Success GT Student Grammar Notes RAD Strategies</p>
		(E) exhibit an identifiable voice in personal narratives and in stories (4-5)	✓	✓	✓ T	✓	<p>revise a writing sample to</p> <ul style="list-style-type: none"> • change seven passive verbs to vivid verbs • change seven boring adjectives • use one simile or metaphor • changing the beginning of two sentences. 	<p>McGraw Hill, Grade 5 Junior Great Books 4 GT Novel List Project Success GT Student Grammar Notes RAD Strategies</p>

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Writing Obj. 1, 3	<p>4.19 The student selects and uses writing processes for self-initiated and assigned writing.</p> <p><u>Focus Questions</u></p> <p>How can you make your writing more interesting?</p> <p>How can you make your writing easy to read for the reader?</p>	(C) revise selected drafts by adding, elaborating, deleting, combining and rearranging text (4-8)	✓	✓	T	✓	revise a draft of a paragraph by <ul style="list-style-type: none"> • rereading the rough draft • expanding use of descriptive words • improving sequence • adding a variety of sentence types • organizing writing to include a clear beginning, middle, and ending • 6-9 elaborations in each body paragraph. 	McGraw Hill, Grade 5 Junior Great Books 4 GT Novel List Project Success GT Student Grammar Notes RAD Strategies
		(D) revise drafts for coherence, progression, and logical support of ideas (4-8)	✓	✓	T	✓	revise a draft of a paragraph by <ul style="list-style-type: none"> • rereading the rough draft • using transition and time order words appropriately. 	McGraw Hill, Grade 5 Junior Great Books 4 GT Novel List Project Success GT Student Grammar Notes RAD Strategies

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Writing Obj. 2, 6	<p>4.16 The student composes original texts applying the conventions of written language such as capitalization, punctuation, and penmanship to communicate clearly.</p>	(A) write legibly by selecting cursive or manuscript as appropriate (4-8)	✓	✓	T	✓	<ul style="list-style-type: none"> • correctly form letters and numbers • correctly space words and sentences • write a legible final copy using cursive writing 	McGraw Hill, Grade 5 Junior Great Books 4 GT Novel List Project Success GT Student Grammar Notes RAD Strategies
	<p><u>Focus Questions</u></p> <p>How can you share a piece of writing?</p>							

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Writing Obj. 2, 6	<p>4.16 The student composes original texts, applying the conventions of written language such as capitalization, punctuation, and penmanship to communicate clearly</p> <p><u>Focus Questions</u></p> <p>How do you use capitalization and punctuation appropriately in a piece of writing?</p>	(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).	✓	✓	T	✓	<p>use a period</p> <ul style="list-style-type: none"> • at the end of declarative sentences • after initials and abbreviations <p>use a question mark</p> <ul style="list-style-type: none"> • at the end of an interrogative sentence <p>use an exclamation point</p> <ul style="list-style-type: none"> • after a word, phrase, or sentence showing strong feeling <p>use a comma</p> <ul style="list-style-type: none"> • to separate two or more adjectives of equal rank • to set off a direct quotation • separate nouns in a series • separate nouns in direct address <p>use capitals</p> <ul style="list-style-type: none"> • first word of a sentence • titles 	<p>McGraw Hill, Grade 5 Junior Great Books</p> <p>4 GT Novel List</p> <p>Project Success</p> <p>GT Student Grammar Notes</p> <p><i>RAD Strategies</i></p>
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Writing Obj. 2, 6	<p>4.16 The student composes original texts, applying the conventions of written language such as capitalization, punctuation, and penmanship to communicate clearly</p> <p><u>Focus Questions</u></p> <p>How do you use capitalization and punctuation appropriately in a piece of writing?</p>	(B)(ii) 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)	✓	✓	T	✓	<p><u>Spanish Language Arts</u> Compose original texts, edit writing, and editing sentences correctly using Commas:</p> <ul style="list-style-type: none"> • in a formal letter after the greeting, after the closing, after the date, and between city, state • to separate title of brief articles, poems, or songs <p>Quotation marks for cited text Punctuation of:</p> <ul style="list-style-type: none"> • interrogative sentences • exclamatory sentences • informative sentences • abbreviations 	McGraw Hill, Grade 5 Junior Great Books 4 GT Novel List Project Success GT Student Grammar Notes RAD Strategies
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<p>4.17 The student spells proficiently.</p> <p><u>Focus Questions</u></p> <p>How do you spell words ending in <i>-le</i>?</p> <p>How do you spell words?</p> <p>How do you spell words?</p>	<p>(A) Write with accurate spelling of syllable constructions, including closed, open consonant before <i>-le</i>, and syllable boundary patterns (3-6)</p>		✓	✓	✓		<p>spell words correctly ending with open consonant before <i>-le</i>, such as <i>candle, table, mantle, sable, fable, and ladle</i></p> <p>Spell correctly words by</p> <ul style="list-style-type: none"> • dividing words into syllables • organizing words by spelling patterns 	<p>McGraw Hill, Grade 5 Junior Great Books</p> <p>4 GT Novel List</p> <p>Project Success</p> <p>GT Student Grammar Notes</p> <p>RAD Strategies</p> <p>High Frequency Word List</p>
	<p>(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)</p>						<p>Spanish Language Arts</p> <p>Write words correctly that contain the following spelling patterns</p> <ul style="list-style-type: none"> • plurals <i>z to c + es</i> • soft <i>s, c, z</i> • words with <i>k</i> • diphthong <i>ue</i> 	
	<p>spelling of roots such as drink, speak, actions such as those that change affixes such as <i>-able</i> or <i>-less</i>; and <i>-</i> or <i>un-</i> (4-6)</p> <p>(B)(ii) write with accurate spelling of roots such as <i>razón, feliz, leer, or</i></p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>				<p>spell correctly the following:</p> <ul style="list-style-type: none"> • drinkable <u>prefixes</u> • readable dis - • unhappy im - • happiest in - • happier il - • retire ir - • rerun un - • resist non - 	<p>McGraw Hill, Grade 5 Junior Great Books</p> <p>4 GT Novel List</p> <p>Project Success</p> <p>GT Student Grammar Notes</p> <p>RAD Strategies</p> <p>High Frequency Word List</p>	

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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	TEKS Knowledge & Skills	Student Expectation The student will. . .	2 nd	3 rd	4 th	5 th	Observable Behaviors <i>The student will . . .</i>	Resources and Activities
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		<i>entrar</i> , inflections such as those that change tense or number, suffixes such as <i>-able</i> or <i>-mente</i> , and prefixes such as <i>re-</i> or <i>in-</i> (4-6/SLA)					<u>Spanish Language Arts</u> Compose original texts, edit writing, and editing sentences correctly using <ul style="list-style-type: none"> • prefix <i>des</i> 	
Writing Obj. 2,6	4.17 The student spells proficiently <u>Focus Questions</u> Are words spelled correctly in my piece of writing?	(D) spell accurately in final drafts.	✓	✓	✓ T	✓	spell grade appropriate and high frequency words accurately in final drafts	<i>McGraw Hill Spelling</i> High Frequency Word List Grammar Notes

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Writing Obj. 2,6	<p>4.17 The student spells proficiently</p> <p><u>Focus Questions</u></p> <p>Are words spelled correctly in my piece of writing?</p>	(D)(ii) spell accurately using accents and dieresis marks in final drafts (4-6/SLA)	✓	✓	T	✓	<p>Spell using accents correctly with words</p> <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> <p>Edit sentences and proofread words for accent marks</p> <p>Explore the pattern of words with & without accents</p>	<p><i>McGraw Hill Spelling</i></p> <p>McGraw Hill, Grade 5 Junior Great Books</p> <p>4 GT Novel List</p> <p>Project Success</p> <p>GT Student Grammar Notes</p> <p>RAD Strategies</p> <p>High Frequency Word List</p>
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Writing Obj. 2	<p>(4.18) The student applies grammar and usage to communicate clearly and effectively in writing.</p> <p><u>Focus Questions</u></p> <p>Are plurals used correctly in my piece of writing</p>	(A) use regular and irregular plurals correctly (4-6)	✓	✓	T	✓	correctly form plurals of words by adding <i>-ies</i> , <i>es</i> and <i>s</i> (regular plurals)	<p><i>McGraw Hill Spelling</i> McGraw Hill, Grade 5 Junior Great Books 4 GT Novel List Project Success GT Student Grammar Notes RAD Strategies High Frequency Spelling List</p>
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Writing Obj. 2, 4	<p>(4.18) The student applies grammar and usage to communicate clearly and effectively in writing.</p> <p><u>Focus Questions</u></p> <p>Are complex sentences used in my piece of writing?</p>	(B) write in complete sentences, varying the types such as compound and complex to match meanings and purposes (4-5)		✓	T	✓	<p>use complex sentences to elaborate meaning in a written composition</p> <ul style="list-style-type: none"> • use conjunctions for dependant clauses • cause and effect sentences 	<p>McGraw Hill, Grade 5 Junior Great Books 4 GT Novel List Project Success GT Student Grammar Notes RAD Strategies</p>
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Writing Obj.2, 4, 5	<p>4.15 The student selects and uses writing processes for self-initiated and assigned writing.</p> <p><u>Focus Question</u></p> <p>Why should I use editing marks?</p>	(E) edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4-8)	✓	✓	T	✓	<p>use standard editing marks to edit writing to mark:</p> <ul style="list-style-type: none"> • deletion • insertion • indentation of paragraph • capitalization • change to lowercase • addition of period • addition of comma • addition of apostrophe 	<p>McGraw Hill, Grade 5 Junior Great Books 4 GT Novel List Project Success GT Student Grammar Notes RAD Strategies</p>
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Writing Obj. 2, 5, 6	<p>4.16 The student selects and uses writing processes for self-initiated and assigned writing.</p> <p><u>Focus Question</u></p> <p>How can I make corrections in writing?</p>	(H) proofread his/her own writing and that of others. (4-8)	✓	✓	T	✓	reread first draft and revise/edit own and others' writing	McGraw Hill, Grade 5 Junior Great Books 4 GT Novel List Project Success GT Student Grammar Notes RAD Strategies
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