

**GT Language Arts Curriculum – 4<sup>th</sup> Grade – Third 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 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	Observable Behaviors <i>The student will . . .</i>	Resources and Activities

Reading Objective. 1	<p><b>4.9 The student acquires an extensive vocabulary through reading and systematic word study.</b></p> <p><b>Focus Question</b> What do you do when you come to an unknown word in reading?</p>	(B) Draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words;		✓	✓	✓	Locate examples of figurative language in a narrative selection: <ul style="list-style-type: none"> <li>• Simile</li> <li>• Metaphor</li> <li>• idiom</li> </ul>	<i>McGraw Hill Reading, Unit 3</i> <i>SOAR to Success</i> 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> ;	✓	✓	✓	✓	Apply structural cues (roots) and the meaning of prefixes to recognize words beginning re- <ul style="list-style-type: none"> <li>• rewind</li> <li>• retie</li> <li>• regroup</li> <li>• regret</li> <li>• redo</li> <li>• reward</li> </ul>	<i>McGraw Hill Reading, Unit 3</i> <i>SOAR to Success</i> 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)	✓	✓	✓	✓	<u><b>Spanish Language Arts</b></u> Create, define, and write sentences using new words with <ul style="list-style-type: none"> <li>• suffixes –ito, -ita, -ción, -ero,</li> </ul>	<i>McGraw Hill Reading, Unit 3</i> <i>SOAR to Success</i> RAD Strategies

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Reading Objective 2	<p><b>4.10 The student uses a variety of strategies to comprehend selections.</b></p> <p><u>Focus Question</u></p> <p>What strategies can you use to help you understand what you are reading?</p>	(F) determine a text's main (or major) ideas and how those ideas are supported with details. (4-8)	✓	T	T	T	Identify main and supporting ideas in an informational text selection	<i>McGraw Hill Reading, Unit 3</i> <i>SOAR to Success</i> RAD Strategies
		(G) paraphrase and summarize text to recall, inform, or organize ideas. (4 – 8)	✓	T	T	T	Retell a story in his/her own words.	<i>McGraw Hill Reading, Unit 3</i> <i>SOAR to Success</i> RAD Strategies

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Reading Objective 3	<p><b>4.12 The student analyzes the characteristics of various types of texts (genres).</b></p> <p><b><u>Focus Questions</u></b></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>	(H) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4 – 8)	✓	T	T	T	Identify how a writer develops characters through dialogue, actions, interactions with others, and insights into their thoughts and actions.	<p><i>McGraw Hill Reading, Unit 3</i></p> <p><i>SOAR to Success</i></p> <p>RAD Strategies</p>
		(I) recognize and analyze story plot, setting, and problem resolution (4 – 8)	✓	T	T	T	<p>Recognize the relationship between development of the plot and changes in other story elements:</p> <ul style="list-style-type: none"> <li>• character</li> <li>• plot</li> <li>• setting</li> <li>• problem/resolution</li> </ul>	<p><i>McGraw Hill Reading, Unit 3</i></p> <p><i>SOAR to Success</i></p> <p>RAD Strategies</p>

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Reading Objective 3	<p><b>4.10 The student comprehends selections using a variety of strategies.</b></p> <p><u>Focus Questions</u></p> <p>How do you find information in a text?</p>	(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	Identify cause/effect or problem/solution in text.	McGraw Hill Reading, Unit 3 SOAR to Success RAD Strategies
	<p>How is a narrative text organized?</p> <p>How can you organize text information?</p>	(J) find similarities and differences across texts such as in treatment, scope, or organization (4 – 8)		T	T	T	Compare and contrast within and between texts: <ul style="list-style-type: none"> <li>• facts</li> <li>• characters</li> <li>• time frame</li> <li>• setting</li> <li>• author’s purpose</li> </ul>	McGraw Hill Reading, Unit 3 SOAR to Success RAD Strategies
	<p>How do I organize what I have read into an outlines?</p>	(K) represent text information in different ways such as in outline, timeline, or graphic organizer (4-8)	✓	T	T	T	Develop a flow chart to demonstrate a sequence of events based on a narrative and expository selection.	McGraw Hill Reading, Unit 3 SOAR to Success RAD Strategies

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Reading Obj. 3	<p><b>4.12 The student analyzes the characteristics of various types of texts (genres).</b></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	<ul style="list-style-type: none"> <li>• decide why the author wrote the material</li> <li>• decide if the author knows what he/she is writing about</li> <li>• decide if the material is current</li> <li>• locate emotional words used by the author</li> </ul>	<p><i>McGraw Hill Reading, Unit 3</i></p> <p><i>SOAR to Success</i></p> <p>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"> <li>• to find out</li> <li>• to understand</li> <li>• to interpret</li> <li>• to enjoy</li> <li>• to solve a problem</li> </ul> <p>*use every 6 weeks</p>	<p><i>McGraw Hill Reading, Unit 3</i></p> <p><i>SOAR to Success</i></p> <p>RAD Strategies</p>

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Reading Objective 3	<p><b>4.10 The student analyzes the characteristics of various types of texts (genres).</b></p> <p><u>Focus Questions</u></p> <p>How does this selection compare with ...?</p>	<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)</p> <p>(J) describe how the author's perspective or point of view affects the story (4 – 8)</p>	✓	✓	T	T	<p>Compare and contrast different portrayals of characters across two pieces of literature such as the <i>Three Little Wolves and the Big Bad Pig</i> and <i>The Three Little Pigs as Told by A. Wolf</i>.</p>	<p>McGraw Hill Reading, Unit 3 SOAR to Success RAD Strategies</p>
	<p>How does the author help a reader see things through his or her eyes?</p>		✓	✓	T	T	<p>Identify an author's point of view when told in the third person, concentrating on the thoughts, feelings, and significant past experiences of the main character (limited omniscient point of view).</p>	<p>McGraw Hill Reading, Unit 3 SOAR to Success RAD Strategies</p>

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Reading Objective 4	<p><b>4.10 The student comprehends selections using a variety of strategies.</b></p> <p><u>Focus Questions</u></p> <p>How do you predict what will happen next in a story?</p> <p>How do you know something is a fact?</p>	(H) draw inferences such as conclusions or generalizations and support them with text evidence [and experience] (4 – 8).	✓	✓	✓	✓	Predict what will happen next in a story based on information already read and personal experiences.	McGraw Hill Reading, Unit 3 SOAR to Success RAD Strategies
	<p>How do you know if something is an opinion?</p>	(J) distinguish fact and opinion in various texts	✓	✓	✓	✓		

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Reading Obj. 4	<b>4.11 The student expresses and supports responses to various types of texts.</b>	(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 the completion of a graphic organizer.	McGraw Hill Reading, Unit 3 SOAR to Success RAD Strategies
	<b>Focus Questions</b>  What information from the text supports my answer?  How are the characters alike and different from characters in another story?	(D) connect, compare, and contrast ideas, themes, and issues across text (4 – 8).	✓	T	T	T	Compare and contrast the issues as presented by different authors in two pieces of informational text about the same topic.	McGraw Hill Reading, Unit 3 SOAR to Success RAD Strategies

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Reading Objective 4	<p><b>4.12 The student analyzes the characteristics of various types of texts (genres).</b></p> <p><b><u>Focus Questions</u></b></p> <p>How does an author organize a story?</p>	<p>(B) recognize that authors organize information in specific ways. (4 –5)</p>	✓	T	T	T	<p>Recognize the characteristics of expository text:</p> <ul style="list-style-type: none"> <li>• Compare/contrast</li> <li>• Cause/effect</li> <li>• Problem/solution</li> <li>• Description</li> <li>• collection</li> </ul>	<p>McGraw Hill Reading, Unit 3 SOAR to Success RAD Strategies</p>

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Writing Objective 1	<p><b>4.15 writes for a variety of audiences, purposes , and in a variety of forms.</b></p> <p><b><u>Focus Questions</u></b></p> <p>How do I describe something?</p>	(A) write to express, [discover, record] develop, reflect on ideas, and to problem solve (4-8)	✓	✓	T	✓	<p>Use the stages of the writing process to produce a piece of published writing:</p> <ul style="list-style-type: none"> <li>• brainstorm</li> <li>• plan</li> <li>• prewrite/first draft</li> <li>• revise</li> <li>• edit</li> <li>• publish</li> </ul>	McGraw Hill Reading Language Arts

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riting Obj. 1	<p><b>4.15 writes for a variety of audiences, purposes , and in a variety of forms.</b></p> <p><u>Focus Questions</u></p> <p>How do I write a research report?</p>	(C) write to inform such as to explain, describe, [report], and narrate (4-8).	✓	✓	T	✓	<p>Write to inform/evaluate by organizing criteria as follows:</p> <ul style="list-style-type: none"> <li>• writing good topic sentences</li> <li>• giving reasons, details or facts</li> <li>• using transitions</li> <li>• explaining</li> <li>• giving examples</li> <li>• reminding the reader of the topic</li> </ul>	McGraw Hill Language Arts
	<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>	(D) write to entertain such as compose [humorous poems or] short stories (4-8)	✓	✓	✓	T	<p>write a narrative selection of a minimum of five paragraphs* that demonstrate movement and events through time by:</p> <ul style="list-style-type: none"> <li>• writing good topic sentences</li> <li>• giving details</li> <li>• using a variety of transitions</li> <li>• explaining</li> <li>• giving examples</li> <li>• reminding the reader of the topic.</li> </ul> <p>*introduction containing approximately 50 words; body containing approximately 200 words; conclusion containing approximately 50 words.</p>	McGraw Hill Language Arts McGraw-Hill Reading, Unit 3

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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"> <li>• change four passive verbs to vivid verbs</li> <li>• change four boring adjectives</li> <li>• use one simile or metaphor</li> <li>• changing the beginning of three sentences, using a prepositional phrase in at least one</li> <li>• add details for support</li> <li>• demonstrate an enthusiasm for the topic</li> <li>• add humor</li> </ul>	McGraw Hill Language Arts McGraw-Hill Reading, Unit 3

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Writing Obj. 1, 3	<p><b>4.15 writes for a variety of audiences, purposes, and in a variety of forms.</b></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"> <li>• writing good topic sentences</li> <li>• giving details</li> <li>• using a variety of transitions</li> <li>• explaining</li> <li>• giving examples</li> <li>• reminding the reader of the topic.</li> </ul>	<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"> <li>• change seven passive verbs to vivid verbs</li> <li>• change seven boring adjectives</li> <li>• use one simile or metaphor</li> <li>• changing the beginning of two sentences.</li> </ul>	<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><b>4.19 The student selects and uses writing processes for self-initiated and assigned writing.</b></p> <p><b><u>Focus Questions</u></b></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"> <li>• rereading the rough draft to check for meaning</li> <li>• adding, deleting, and rearranging words, sentences, and details to clarify meaning</li> <li>• using paragraphing to develop separate ideas</li> <li>• adding a variety of sentence types</li> <li>• determining when a piece is complete</li> </ul>	McGraw Hill Language Arts McGraw-Hill Reading, Unit 3
		(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"> <li>• rereading the rough draft</li> <li>• using transition words appropriately.</li> <li>• Adding support for development of ideas (elaboration)</li> <li>• Organizing writing to include a clear beginning, middle and ending</li> </ul>	McGraw Hill Language Arts McGraw-Hill Reading, Unit 3

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Writing Obj. 2, 6	<p><b>4.16 The student composes original texts applying the conventions of written language such as capitalization, punctuation, and penmanship to communicate clearly.</b></p> <p><u>Focus Questions</u></p> <p>How can you share a piece of writing</p>	(A) write legibly by selecting cursive or manuscript as appropriate (4-8)	✓	✓	T	✓	<ul style="list-style-type: none"> <li>• correctly form letters and numbers</li> <li>• correctly space words and sentences</li> <li>• write a legible final copy using cursive writing</li> </ul>	Zaner Bloser Handwriting

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			✓	✓	T	✓		
Writing Obj. 2, 6	<b>4.16 The student composes original texts, applying the conventions of written language such as capitalization, punctuation, and penmanship to communicate clearly</b>	(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	✓	Use punctuation correctly: <ul style="list-style-type: none"> <li>• period at the end of a declarative sentence</li> <li>• period at the end of initials</li> <li>• period at the end of abbreviations</li> <li>• question mark at the end of an interrogative sentence</li> <li>• exclamation point after a word, phrase, or sentence showing strong feeling</li> </ul> use commas correctly: <ul style="list-style-type: none"> <li>• between words in a series</li> <li>• after opening and closing of a friendly letter</li> <li>• between the day and year in a date</li> <li>• between city and state</li> <li>• before a direct quotation</li> </ul> use apostrophes in possessives correctly Use quotation marks Use capitals for <ul style="list-style-type: none"> <li>• titles of persons</li> <li>• family relationships</li> <li>• quotations/dialogue</li> </ul>	McGraw Hill Language Arts Unit 3  Grammar Notes
	<b><u>Focus Questions</u></b>  How do you use capitalization and punctuation appropriately in a piece of writing?							

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Writing Obj. 2, 6	<p><b>4.16 The student composes original texts, applying the conventions of written language such as capitalization, punctuation, and penmanship to communicate clearly</b></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>Compose original texts, edit writing, and editing sentences correctly using Commas »</p> <ul style="list-style-type: none"> <li>• in a formal letter after the greeting, after the closing, after the date, and between city, state</li> <li>• to separate title of brief articles, poems, or songs</li> </ul> <p>capitalization of proper nouns</p> <ul style="list-style-type: none"> <li>• first word of a title</li> <li>• names of newspapers</li> </ul> <p>Raya o guión de dialogo</p> <ul style="list-style-type: none"> <li>• for dialogue</li> </ul>	McGraw Hill Language Arts McGraw-Hill Reading, Unit 3
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**GT Language Arts Curriculum – 4<sup>th</sup> Grade – Third 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?
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TAKS	TEKS Knowledge & Skills	Student Expectation The student will. . .	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	Observable Behaviors <i>The student will . . .</i>	Resources and Activities

	<p><b>4.17 The student spells proficiently</b></p> <p><u>Focus Questions</u></p> <p>How do you determine the accurate spellings for 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>(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>	✓		T		<p>Correctly employ the following spelling patterns and generalizations:</p> <ul style="list-style-type: none"> <li>• Correct spelling of syllable constructions such as closed (as in matter) open (as in pilot), and consonant before <i>-le</i> (as in stable)</li> </ul> <p>Spell correctly words by</p> <ul style="list-style-type: none"> <li>• dividing words into syllables</li> <li>• organizing words by spelling patterns</li> </ul>	<p>McGraw Hill Language Arts McGraw Hill Spelling</p>
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Irving Independent School District**

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- What strategies can I use to understand what I read?

TAKS	TEKS Knowledge & Skills	Student Expectation The student will. . .	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	Observable Behaviors <i>The student will . . .</i>	Resources and Activities

Writing Obj. 2,6	<b>4.17 The student spells proficiently</b>	(D) spell accurately in final drafts.	✓	✓	T	✓	spell grade appropriate and high frequency words accurately in final drafts	McGraw Hill Spelling 4 <sup>th</sup> Grade High-frequency list
	<u>Focus Questions</u>  Are words spelled correctly in my piece of writing?							

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TAKS	TEKS Knowledge & Skills	Student Expectation The student will. . .	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	Observable Behaviors <i>The student will . . .</i>	Resources and Activities

Writing Obj. 2,6	<p><b>4.17 The student spells proficiently</b></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"> <li>• where the stress falls on the last syllable</li> <li>• that end in a <i>vowel</i>, an <i>n</i>, or an <i>s</i></li> </ul> <p>Edit sentences and proofread words for accent marks</p> <p>Explore the pattern of words with &amp; without accents</p>	<p>McGraw Hill Language Arts McGraw Hill Spelling 4<sup>th</sup> Grade High-frequency list</p>

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TAKS	TEKS Knowledge & Skills	Student Expectation The student will. . .	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	Observable Behaviors <i>The student will . . .</i>	Resources and Activities

Writing Obj. 2	<p><b>(4.18) The student applies grammar and usage to communicate clearly and effectively in writing.</b></p> <p><u>Focus Questions</u> Are plurals used correctly in my piece of writing?</p>	<p>(A)use regular and irregular plurals correctly (4-6)</p> <p>(C)(ii) employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4—8)</p>	✓	✓	T	✓	<p>correctly form plurals of words by adding – s, es, ies, en, and changing word form (irregular)</p>	<p>McGraw Hill Language Arts Unit 3 McGraw Hill Spelling</p>
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Writing Obj.	<p><b>(4.18) The student applies grammar and usage to communicate clearly and effectively in writing.</b></p> <p><u>Focus Questions</u> Do verbs agree with the subjects in my piece of writing?</p>	<p>(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)</p>	✓	✓	T	✓	<p>Subject-verb agreement</p> <ul style="list-style-type: none"> <li>• use a plural subject and plural verb when two or more subjects are connected</li> <li>• use a personal pronoun in agreement with its antecedent in person</li> <li>• number and gender</li> </ul>	<p>McGraw-Hill Language Arts</p>
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Irving Independent School District**

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TAKS	TEKS Knowledge & Skills	Student Expectation The student will. . .	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	Observable Behaviors <i>The student will . . .</i>	Resources and Activities
		(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 Language Arts orange

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TAKS	TEKS Knowledge & Skills	Student Expectation The student will. . .	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	Observable Behaviors <i>The student will . . .</i>	Resources and Activities

Writing Obj. 2,4	<b>(4.18) The student applies grammar and usage to communicate clearly and effectively in writing.</b>  <u>Focus Questions</u>  What words can be used to connect ideas?	(E) use prepositional phrases to elaborate written ideas (4-8).	✓	✓	T	✓	Use prepositional phrases to begin sentences in a writing sample.	McGraw Hill Language Arts McGraw-Hill Reading, Unit 3
		(F) use conjunctions to connect ideas meaningfully (4-5)	✓	✓	T	✓	use correct punctuation to connect two sentences to make a compound sentence	McGraw-Hill Language Arts McGraw-Hill Reading, Unit 3

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Irving Independent School District**

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TAKS	TEKS Knowledge & Skills	Student Expectation The student will. . .	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	Observable Behaviors <i>The student will . . .</i>	Resources and Activities

Writing Obj. 2, 6	<p><b>(4.18) The student applies grammar and usage to communicate clearly and effectively in writing.</b></p> <p><b><u>Focus Question</u></b></p> <p>Have correct spellings for contractions been used in my piece of writing?</p>	(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)	✓	✓	T	✓	<p>use the following contractions correctly</p> <ul style="list-style-type: none"> <li>• I'll</li> <li>• I'm</li> <li>• They'll</li> <li>• He'll</li> <li>• She'll</li> <li>• We'll</li> <li>• I'd</li> <li>• I've</li> </ul>	<p>McGraw-Hill Language Arts McGraw-Hill Reading, Unit 3</p>

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TAKS	TEKS Knowledge & Skills	Student Expectation The student will. . .					Observable Behaviors <i>The student will . . .</i>	Resources and Activities
			2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>		

<b>Writing Obj. 2,4</b>	<b>(4.18) The student applies grammar and usage to communicate clearly and effectively in writing.</b>  <u><b>Focus Questions</b></u>  What words can be used to connect ideas?	(E) use prepositional phrases to elaborate written ideas (4-8).	✓	✓	T	✓	use the following transitions in writing final drafts: <ul style="list-style-type: none"> <li>• After</li> <li>• Also</li> <li>• Although</li> <li>• Finally</li> <li>• First</li> <li>• Last</li> <li>• Later</li> <li>• Next</li> <li>• Soon</li> <li>• Then</li> <li>• When</li> </ul>	
	(F) use conjunctions to connect ideas meaningfully (4-5)	✓	✓	T	✓	use correct punctuation to connect two sentences to make a compound sentence		

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Writing Obj. 2, 6	<p><b>(4.18) The student applies grammar and usage to communicate clearly and effectively in writing.</b></p> <p><u>Focus Question</u></p> <p>Have correct spellings for contractions been used in my piece of writing?</p>	<p>(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)</p>	✓	✓	T	✓	<p>use the following contractions correctly</p> <ul style="list-style-type: none"> <li>• can't</li> <li>• couldn't</li> <li>• didn't</li> <li>• don't</li> <li>• we've</li> <li>• I'd.</li> </ul>	

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Writing Obj. 2, 5	<p><b>(4.18) The student applies grammar and usage to communicate clearly and effectively in writing.</b></p> <p><b><u>Focus Question</u></b></p> <p>Do pronouns agree with their objects in my piece of writing?</p>	<p>(H) write with increasing accuracy when using objective case pronouns such as <i>“Dan cooked for you and me.”</i>(4-5)</p>	✓	✓	T	✓	<p>Identify the incorrect usage of objective case pronouns in a writing sample and make corrections.</p>	<p>McGraw-Hill Language Arts, Unit 5 McGraw-Hill Reading, Unit 3</p>

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Writing Obj. 2, 5	Have I used verbs correctly in my piece of writing?	(H)(ii) write with increasing accuracy when using direct and indirect object pronouns such as “ <i>José nos los dijo.</i> ” (4-6/SLA)	✓	✓	T	✓	<b>Spanish Language Arts</b> compose text and edit sentences for <ul style="list-style-type: none"> <li>• Possessive pronouns such as <i>mío, mía, tuyo, tuya</i></li> <li>• Personal pronouns such as <i>yo, tú, usted, ella</i></li> <li>• Indirect objects <i>such as le, les, los</i></li> </ul>	
		(I)(ii) use verb tenses such as present, future, present perfect, past perfect, and future perfect appropriately and consistently (4-6/SLA)	✓	✓	T	✓	review	McGraw-Hill Language Arts, Unit 3 McGraw-Hill Reading, Unit 3

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Writing Obj.	<p><b>4.18 The student selects and uses writing processes for self-initiated and assigned writing.</b></p> <p><u>Focus Question</u></p> <p>Why should I use editing marks?</p> <p>Which editing marks do I use?</p>	<p>(E) edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4-8)</p>	✓	✓	T	✓	<p>use standard editing marks to edit writing to mark:</p> <ul style="list-style-type: none"> <li>• deletion</li> <li>• insertion</li> <li>• indention of paragraph</li> <li>• capitalization</li> <li>• change to lowercase</li> <li>• addition of period</li> <li>• addition of comma</li> <li>• addition of apostrophe</li> </ul>	<p>McGraw Hill Language Arts McGraw-Hill Reading, Unit 3</p>
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Writing Obj.	<p><b>4.19 The student selects and uses writing processes for self-initiated and assigned writing.</b></p> <p><b><u>Focus Question</u></b></p> <p>How can I make corrections in writing?</p>	(H) proofread his/her own writing and that of others. (4-8)	✓	✓	T	✓	<ul style="list-style-type: none"> <li>• Identify the most effective features of a piece of writing using criteria generated by teacher and class</li> <li>• Respond constructively to others' writing</li> <li>• Engage in conferences with peers and teacher about one's own writing</li> <li>• Determine how one's own writing achieves its purpose</li> <li>• Proofread own writing and the writing of others</li> </ul>	McGraw-Hill Language Arts McGraw-Hill Reading, Unit 3

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