

GT Language Arts Curriculum – 4th Grade – Fourth 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

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;		✓	✓	✓	Identify and determine meaning of figurative language (idioms, similes, metaphors) in written passages including poems.	McGraw Hill Reading, Unit 4 SOAR to Success 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> ;	✓	✓	✓	✓	Apply structural cues (roots) and the meaning of prefixes to recognize words beginning sub-: <ul style="list-style-type: none"> • Subway • Submarine • Subtraction • Subscribe • Subsoil • Suburban • Substance 	McGraw Hill Reading, Unit 4 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)	✓	✓	✓	✓	Spanish Language Arts Create, define, and write sentences using new words with <ul style="list-style-type: none"> • Prefixes <i>in-, des-, im-</i> • Suffixes <i>-mente, -cción, -ción</i> • Root words <i>bio-, tele-, fon-, geo-, cent-</i> 	McGraw Hill Reading, Unit 4 SOAR to Success RAD Strategies

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Reading Objective 2	<p>4.10 The student uses a variety of strategies to comprehend selections.</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	<ul style="list-style-type: none"> • Identify the topic of a paragraph from its subheading • Define important details from the paragraph • Write a one sentence main idea statement about the paragraph 	<p><i>McGraw Hill Reading, Unit 4</i> <i>SOAR to Success</i> RAD Strategies</p>
		(G) paraphrase and summarize text to recall, inform, or organize ideas. (4 – 8)	✓	T	T	T	Produce a three sentence summary of a designated text.	<p><i>McGraw Hill Reading, Unit 4</i> <i>SOAR to Success</i> RAD Strategies</p>

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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>	(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 4</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	Analyze a short story to determine how the writer introduced the story, developed a series of incidents, created suspense and interest and reached a satisfying conclusion.	<p><i>McGraw Hill Reading, Unit 4</i></p> <p><i>SOAR to Success</i></p> <p>RAD Strategies</p>

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Reading Objective 3	<p>4.10 The student comprehends selections using a variety of strategies.</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	<p>Complete a graphic representation to demonstrate cause and effect:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <div style="display: flex; align-items: center; gap: 20px;"> <div style="border: 1px solid black; padding: 2px 10px;">cause</div> — <div style="border: 1px solid black; padding: 2px 10px;">effect</div> </div> </div>	<p><i>McGraw Hill Reading, Unit 4</i> <i>SOAR to Success</i> RAD Strategies</p>
	<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	<p>Compare and contrast within and between texts:</p> <ul style="list-style-type: none"> • facts • characters • time frame • setting • author’s purpose 	<p><i>McGraw Hill Reading, Unit 4</i> <i>SOAR to Success</i> RAD Strategies</p>
	<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	<p>Develop a flow chart to demonstrate a sequence of events based on a narrative and expository selection.</p>	<p><i>McGraw Hill Reading, Unit 4</i> <i>SOAR to Success</i> RAD Strategies</p>

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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	<ul style="list-style-type: none"> • decide if a story could really have happened • describe how the characters are believable/unbelievable within the setting furnished by the story • decide if the dialogue is realistic • tell how the plot held his/her interest • decide if the ending is reasonable or believable and why or why not • tell why or why not the title is appropriate 	<p><i>McGraw Hill Reading, Unit 4</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"> • to find out • to understand • to interpret • to enjoy • to solve a problem 	<p><i>McGraw Hill Reading, Unit 4</i></p> <p><i>SOAR to Success</i></p> <p>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 two characters from similar texts.	McGraw Hill Reading, Unit 4 SOAR to Success RAD Strategies
	How does the author help a reader see things through his or her eyes?	(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 and support with information from the text.	McGraw Hill Reading, Unit 4 SOAR to Success 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>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).	✓	✓	T	T	Form a conclusion about characters in a story by using what he/she knows about the setting of a story.	McGraw Hill Reading, Unit 4 SOAR to Success RAD Strategies
	<p>How do you know if something is an opinion?</p>	(J) distinguish fact and opinion in various texts	✓	T	T	T	Distinguish between fact and opinion statements in a selection.	McGraw Hill Reading, Unit 4 SOAR to Success RAD Strategies

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Reading Obj. 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)	✓	T	T	T	locate specific information from a selection to support a written response in a journal entry	<i>McGraw Hill Reading, Unit 4</i> SOAR to Success RAD Strategies
	Focus Questions 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	Identify the theme of a designated selection and support his/her ideas with examples and quotes from the text,	<i>McGraw Hill Reading, Unit 4</i> SOAR to Success 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>Complete a story map demonstrating the following information from 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 	McGraw Hill Reading, Unit 4 SOAR to Success RAD Strategies

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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>	✓	✓	T	✓	<p>Write to demonstrate how a problem is solved by developing the following:</p> <ul style="list-style-type: none"> • writing good topic sentences • giving reasons, details or facts • using transitions (time words) • explaining • giving examples • reminding the reader of the topic 	<p>McGraw Hill Language Arts McGraw-Hill Reading, Unit 4</p>
	<p><u>Focus Questions</u></p> <p>How do I write to solve a problem?</p>							

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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 explain when I write?</p>	(C) write to inform such as to explain, describe, [report], and narrate (4-8).	✓	✓	T	✓	<p>Write to inform and explain how something works by:</p> <ul style="list-style-type: none"> • writing an interesting opening paragraph • making explanations accurate and complete • presenting information in a logical order • containing a main idea in each paragraph • using supporting information in the paragraph to support the main idea • use 10-15 different types of elaboration 	<p>McGraw Hill Language Arts McGraw-Hill Reading, Unit 4</p>

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		(D) write to entertain such as compose [humorous poems or] short stories (4-8)	✓	✓	✓	✓	write a narrative selection of a minimum of five paragraphs* that demonstrate movement and events through time by: <ul style="list-style-type: none"> • writing a first sentence that gets the reader's attention • introducing characters and setting with enough detail • ending the story with a satisfactory conclusion • narrating events in an order clear enough for the reader to follow with time words • adding dialogue where appropriate 	McGraw Hill Language Arts McGraw-Hill Reading, Unit 4
		(E) exhibit an identifiable voice in personal narratives and in stories (4-5)	✓	✓	✓	✓	revise a writing sample to: <ul style="list-style-type: none"> • change seven passive verbs to vivid verbs • change seven boring adjectives • use three simile or metaphor • change the beginning of five sentences, • alliteration • onomatopoeia 	McGraw Hill Language Arts McGraw-Hill Reading, Unit 3

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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)	✓	✓	✓	✓	<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 to check for meaning • adding, deleting, and rearranging words, sentences, and details to clarify meaning • using paragraphing to develop separate ideas • adding a variety of sentence types • determining when a piece is complete • 3 elaborations for each event or step or 9 elaborations per paragraph 	McGraw Hill Language Arts McGraw-Hill Reading, Unit 4
		(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 words appropriately. • Adding support for development of ideas • Organizing writing to include a clear beginning, middle and ending • Producing a published copy (typed) 	McGraw Hill Language Arts McGraw-Hill Reading, Unit 4 Computer programs

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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 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"> • correctly form letters and numbers • correctly space words and sentences • write a legible final copy using cursive writing 	Zaner Bloser Handwriting

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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).	✓	✓	T	✓	Use punctuation correctly: <ul style="list-style-type: none"> • period at the end of a declarative sentence • period at the end of initials • period at the end of abbreviations • question mark at the end of an interrogative sentence • exclamation point after a word, phrase, or sentence showing strong feeling use commas correctly: <ul style="list-style-type: none"> • between words in a series • after opening and closing of a friendly letter • between the day and year in a date • between city and state • before a direct quotation use apostrophes in possessives correctly Use quotation marks Use capitals for <ul style="list-style-type: none"> • titles of persons • family relationships • quotations/dialogue 	McGraw Hill Language Arts McGraw-Hill Reading Unit 4 Grammar Notes
	<u>Focus Questions</u> How do you use capitalization and punctuation appropriately in a piece of writing?							

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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>Compose original texts, edit writing, and editing sentences correctly using Commas »</p> <ul style="list-style-type: none"> • to set off cited text to separate a comment about a particular word <p>Raya o guión de dialogo</p> <ul style="list-style-type: none"> • for dialogue 	McGraw Hill Language Arts McGraw-Hill Reading, Unit 4

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	<p>4.17 The student spells proficiently</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)(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>Spell correctly words by</p> <ul style="list-style-type: none"> • dividing words into syllables • organizing words by spelling patterns 	<p>McGraw Hill Language Arts McGraw Hill Spelling</p>
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Writing Obj. 2,6	4.17 The student spells proficiently	(D) spell accurately in final drafts.	✓	✓	T	✓	spell grade appropriate and high frequency words accurately in final drafts: <ul style="list-style-type: none"> • fire • father • children • garden • done • tired • horse • brought • front • fourth • cow • bird 	McGraw Hill Language Arts <cGraw-Hill Reading Unit 4 4 th Grade High-frequency list
	<u>Focus Questions</u> Are words spelled correctly in my piece of writing?							

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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>McGraw Hill Language Arts McGraw Hill Spelling 4th Grade High-frequency list</p>

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

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

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> 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 regular plurals of words by adding – s, -es,- ies:</p> <ul style="list-style-type: none"> • pennies • dimes • marries • classes • branches • boxes • buses • heroes <p>irregular plurals:</p> <ul style="list-style-type: none"> • oxen • mice • feet • men • deer • sheep • knives • children 	<p>McGraw Hill Language Arts Unit 2 McGraw Hill Reading, Unit 4</p>
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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

Writing Obj.	<p>(4.18) The student applies grammar and usage to communicate clearly and effectively in writing.</p> <p><u>Focus Questions</u></p> <p>Do verbs agree with the subjects in my piece of writing?</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)	✓	✓	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 	McGraw-Hill Language Arts McGraw-Hill Reading, Unit 4
		(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 nd	3 rd	4 th	5 th	Observable Behaviors <i>The student will . . .</i>	Resources and Activities

Writing Obj. 2,4	(4.18) The student applies grammar and usage to communicate clearly and effectively in writing. <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 provide details in a written selection.	McGraw Hill Language Arts, Unit 6 McGraw-Hill Reading, Unit 4
		(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, Unit 1 McGraw-Hill Reading, Unit 4

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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

Writing Obj. 2, 6	<p>(4.18) The student applies grammar and usage to communicate clearly and effectively in writing.</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"> • I'll • I'm • They'll • He'll • She'll • We'll • I'd • I've 	<p>McGraw-Hill Language Arts McGraw-Hill Reading, Unit 4 4th High Frequency 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>What words can be used to connect ideas?</p>	(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"> • After • Also • Although • Finally • First • Last • Later • Next • Soon • Then • When 	
		(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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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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Writing Obj. 2, 6	<p>(4.18) The student applies grammar and usage to communicate clearly and effectively in writing.</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"> • can't • couldn't • didn't • don't • we've • l'd. 	
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Writing Obj. 2, 5	<p>(4.18) The student applies grammar and usage to communicate clearly and effectively in 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>
	<p><u>Focus Question</u></p> <p>Do pronouns agree with their objects in my piece of writing?</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	✓	Spanish Language Arts compose text and edit sentences for <ul style="list-style-type: none"> • Possessive pronouns such as <i>mío, mía, tuyo, tuya</i> • Personal pronouns such as <i>yo, tú, usted, ella</i> • Indirect objects <i>such as le, les, los</i> 	
		(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>4.18 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> <p>Which editing marks do I use?</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 • indention of paragraph • capitalization • change to lowercase • addition of period • addition of comma • addition of apostrophe 	McGraw Hill Language Arts McGraw-Hill Reading, Unit 3

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Writing Obj.	<p>4.19 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	✓	<ul style="list-style-type: none"> • Identify the most effective features of a piece of writing using criteria generated by teacher and class • Respond constructively to others' writing • Engage in conferences with peers and teacher about one's own writing • Determine how one's own writing achieves its purpose • Proofread own writing and the writing of others 	McGraw-Hill Language Arts McGraw-Hill Reading, Unit 3
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