

GT Language Arts Curriculum – 4th Grade – Fifth 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;		✓	✓	✓	<ul style="list-style-type: none"> • use context clues to help determine meanings of multiple meaning words • use prior knowledge to anticipate and construct meaning • identify and interpret figurative language 	<i>McGraw Hill Reading, Unit 4</i> <i>SOAR to Success</i> 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 meanings of word parts to determine word meanings <ul style="list-style-type: none"> • prefixes – <i>pro-, pre-, quint-, penta-, sept-, ir-, en-, em-, over-</i> • suffixes ---<i>ward, -logy, -meter, -graph, -ment, -ing, -id, -ness</i> 	<i>McGraw Hill Reading, Unit 4</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)	✓	✓	✓	✓	create, define, and write sentences using new words with <ul style="list-style-type: none"> • prefix –<i>in</i> • suffix –<i>mente</i> categorize words with the same root word family (e.g. <i>plum</i>)	<i>McGraw Hill Reading, Unit 4</i> <i>SOAR to Success</i> 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	Produce the main idea of a selection in one sentence.	<i>McGraw Hill Reading, Unit 4</i> <i>SOAR to Success</i> RAD Strategies
	(G) paraphrase and summarize text to recall, inform, or organize ideas. (4 – 8)	✓	T	T	T	Identify the best summary of a paragraph or chapter	<i>McGraw Hill Reading, Unit 4</i> <i>SOAR to Success</i> RAD Strategies	

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			✓	T	T	T		
Reading Objective 3	4.12 The student analyzes the characteristics of various types of texts (genres). <u>Focus Questions</u> Why do characters' feelings and relationships change during the course of a story?	(H) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4 – 8)	✓	T	T	T	Identify how characters change in a story and explain why.	<i>McGraw Hill Reading, Unit 4 SOAR to Success RAD Strategies</i>
	Why are the story plot, setting, and resolution important to the story?	(I) recognize and analyze story plot, setting, and problem resolution (4 – 8)	✓	T	T	T	<ul style="list-style-type: none"> • tell why the author chose a certain setting for a story • identify the character's problem in a story and tell how it was left resolved or unresolved 	<i>McGraw Hill Reading, Unit 4 SOAR to Success RAD Strategies</i>

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Reading Objective 3	4.10 The student comprehends selections using a variety of strategies. <u>Focus Questions</u> How do you find information in a text?	(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	<ul style="list-style-type: none"> organize information by sequencing events identify the cause and effect of a problem or situation 	<i>McGraw Hill Reading, Unit 4</i> <i>SOAR to Success</i> RAD Strategies
	How is nonfiction text different from narrative text? How can you organize text information?	(J) find similarities and differences across texts such as in treatment, scope, or organization (4 – 8)	T	T	T	<ul style="list-style-type: none"> distinguishes fiction from nonfiction distinguishes different forms of texts including lists, newsletters, and signs and the functions they serve such as to inform or to entertain 	<i>McGraw Hill Reading, Unit 4</i> <i>SOAR to Success</i> RAD Strategies	
	Would a character really do this?	(K) represent text information in different ways such as in outline, timeline, or graphic organizer (4-8)	✓	T	T	T	Reproduce text information in different ways including <ul style="list-style-type: none"> story maps graphs charts outlines timelines graphic organizers 	<i>McGraw Hill Reading, Unit 4</i> <i>SOAR to Success</i> RAD Strategies

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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>	<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)</p>			✓ T	✓ T	<ul style="list-style-type: none"> • distinguishes fiction from fantasy • describe actions as improbable or unrealistic based on fantasy/realism/character traits/motives 	<p><i>McGraw Hill Reading, Unit 4</i> <i>SOAR to Success</i> RAD Strategies</p>
		<p>(C) identify the purposes of different types of text to inform, influence, express, or entertain (4 – 8)</p>			✓ 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> <i>SOAR to Success</i> 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	<p>compare and contrast within and between texts</p> <ul style="list-style-type: none"> • facts • characters • setting • time • author's purpose 	<p>McGraw Hill Reading, Unit 4 SOAR to Success RAD Strategies</p>
	<p>How does the author tell the story?</p>	(J) describe how the author's perspective or point of view affects the story (4 – 8)	✓	✓	T	T	<p>Determine if a story is written in the first person or third person</p>	<p>McGraw Hill Reading, Unit 4 SOAR to Success RAD Strategies</p>

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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).	✓	✓	✓	✓	Predict outcomes and actions in fiction selections based on content clues and his/her own personal experiences	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	✓	✓	✓	✓		

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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	Respond to an open-ended question with evidence provided from the text	<i>McGraw Hill Reading</i> , Unit 4 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	Tell how one fictional or non-fictional passage is linked to an advertisement, graph, etc. and support the explanation with details and information from the passages	<i>McGraw Hill Reading</i> , Unit 4 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	Analyze the organization of a specific text and compile a story map to demonstrate understanding	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><u>Focus Questions</u></p> <p>How do I write to solve a problem?</p>	<p>(A) write to express, [discover, record] develop, reflect on ideas, and to problem solve (4-8)</p>	✓	✓	T	✓	<p>Develop an informative writing example by stating a problem and providing one or more solutions to the problem.</p>	<p>McGraw Hill Language Arts McGraw-Hill Reading, Unit 4</p>
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riting Obj. 1	4.15 writes for a variety of audiences, purposes , and in a variety of forms. <u>Focus Questions</u> How do I write a research report? How does a limerick rhyme? How is voice shown in a composition?	(C) write to inform such as to explain, describe, [report], and narrate (4-8).	✓	✓	✓	✓	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 4
		(D) write to entertain such as compose [humorous poems or] short stories (4-8)	✓	✓	✓	✓	Produce a variety of original poems using the writing process: <ul style="list-style-type: none"> • brainstorming • planning • drafting • revising • editing • publishing 	McGraw Hill Language Arts McGraw-Hill Reading, Unit 4
		(E) exhibit an identifiable voice in personal narratives and in stories (4-5)	✓	✓	✓	✓	Identify three ways to add voice to a piece of personal writing	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)	✓	✓	✓	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 personal writing selection by: <ul style="list-style-type: none"> • adding words • moving phrase/clauses • substituting sentences • deleting words/sentences • moving phrases 	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 personal writing selection by: <ul style="list-style-type: none"> • rereading the rough draft • using transition words appropriately. 	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	✓	Write a legible final copy using cursive writing.	Zaner Bloser Handwriting

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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>	<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).</p>	✓	✓	T	✓	<p>Edit writing of self and others to ensure correct</p> <p>Use of period</p> <ul style="list-style-type: none"> • At the end of declarative sentences • After initials and abbreviations <p>Use of a question mark</p> <ul style="list-style-type: none"> • At the end of an interrogative sentence <p>Use of an exclamation point</p> <ul style="list-style-type: none"> • After a word, phrase, or sentence showing strong feeling <p>Use of a comma</p> <ul style="list-style-type: none"> • To separate two or more adjectives of equal rank • To set off a direct quotation 	<p>McGraw Hill Language Arts McGraw-Hill Reading Unit 4</p> <p>Grammar Notes</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>	<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> (hypo) and <i>raya</i> (for dialogue) (4-6/SLA)</p>	✓	✓	T	✓	<p>Compose original texts, edit writing, and editing sentences correctly using commas :</p> <ul style="list-style-type: none"> • to set off a direct address • to separate the words <i>si, no</i> in a sentence <p>Raya o guión de dialogo</p> <ul style="list-style-type: none"> • for dialogue 	<p>McGraw Hill Language Arts McGraw-Hill Reading, Unit 4</p>
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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:	McGraw Hill Language Arts McGraw-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 accents used correctly in my piece of writing?</p>	(D)(ii) spell accurately using accents and dieresis marks in final drafts (4-6/SLA)	✓	✓	T	✓	<p>Edit his/her own writing using accents in</p> <ul style="list-style-type: none"> • personal pronouns such as <i>mí, tú</i> • suffixes such as <i>-ísimo, -ísima</i> • adverbs such as <i>más</i> 	<p>McGraw Hill Language Arts McGraw Hill Spelling 4th Grade High-frequency 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> 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
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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>	<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>Compose original texts and edit writing for:</p> <ul style="list-style-type: none"> • adjectives • possessive adjectives – <i>nuestro, suyo</i> • quantitative adjectives – <i>tercero, quince</i> • qualifying adjectives – <i>grande, feliz</i> 	<p>McGraw-Hill Language Arts McGraw-Hill Reading, Unit 4</p>
	<p>(D) use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise. (4-8)</p>	✓	✓	T	✓	<p>identify appropriate adjective and adverb substitutions to make writing more vivid</p>	<p>McGraw Hill Language Arts orange</p>	

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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 correct punctuation to connect two sentences to make a compound sentence	McGraw Hill Language Arts, Unit 6 McGraw-Hill Reading, Unit 4
	(F) use conjunctions to connect ideas meaningfully (4-5)	✓	✓	T	✓	Use <i>and</i> and <i>but</i> with 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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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>	(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"> • 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>	<p>(E) use prepositional phrases to elaborate written ideas (4-8).</p>	✓	✓	T	✓	<p>use the following transitions in writing final drafts:</p> <ul style="list-style-type: none"> • After • Also • Although • Finally • First • Last • Later • Next • Soon • Then • When 	
	<p>(F) use conjunctions to connect ideas meaningfully (4-5)</p>	✓	✓	T	✓	<p>use correct punctuation to connect two sentences to make a compound sentence</p>		

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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 • I'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><u>Focus Question</u></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>Use <i>me, him, her, them</i> in the correct objective case when writing</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	✓	Compose text and edit sentences for <ul style="list-style-type: none"> • Personal pronouns such as <i>le, les</i> • Possessive adjectives such as <i>mios, tus</i> 	McGraw-Hill Language Arts, Unit 3 McGraw-Hill Reading, Unit 3
		(I)(ii) use verb tenses such as present, future, present perfect, past perfect, and future perfect appropriately and consistently (4-6/SLA)	✓	✓	T	✓	review	

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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>	<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"> • deletion • insertion • indention of paragraph • capitalization • change to lowercase • addition of period • addition of comma • addition of apostrophe 	<p>McGraw Hill Language Arts McGraw-Hill Reading, Unit 3</p>
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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	✓	Reread first draft and revise/edit own and other's writing	McGraw-Hill Language Arts McGraw-Hill Reading, Unit 3