

# SPANISH LANGUAGE ARTS

## Grade 4

### FIRST 9-WEEKS

#### **TEKS Subject: *Listening/Speaking***

<b>Purposes</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ 4.1 Determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate (4-8). (M) (TEKS/SE)(4.1A)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 4.2 Eliminate barriers to effective listening (4-8). (I) (TEKS/SE)(4.1B)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 4.3 Understand the major ideas and supporting evidence in spoken messages (4-8). (I)(M) (TEKS/SE)(4.1C)</li> </ul>	

<b>Critical Listening</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ 4.4 Interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives (4-8). (M) (TEKS/SE)(4.2A)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 4.7 Monitor his/her own understanding of the spoken message and seek clarification as needed (4-8). (I) (TEKS/SE)(4.2D)</li> </ul>	

<b>Knowledge of Culture</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ 4.11 Connect his/her own experiences, information, insights, and ideas with those of others through speaking and listening (4-8). (I) (TEKS/SE)(4.4A)</li> </ul>	

<b>Audiences</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ 4.19 Clarify and support spoken ideas with evidence, elaborations, and examples (4-8). (I) (TEKS/SE)(4.5F)</li> </ul>	

#### **TEKS Subject: *Reading***

<b>Word Identification</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ 4.20 Apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8). (I) (TEKS/SE)(4.6A)</li> </ul>	

<ul style="list-style-type: none"> <li>❑ 4.21 Use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able(4-6). (M) (TEKS/SE)(4.6B)</li> <li>❑ <b>4.21 (4.6B ii SLA) Use structural analysis to identify root words with prefixes such as des-, dis-, ante-, bi- and tri-; and suffixes such as -dad, -ción, and -able (4-6)</b></li> </ul>	See 9 Week List in Member Resources
--	-------------------------------------

<b>Word Identification (cont.)</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ 4.22 Locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources (4-8). (M) (TEKS/SE)(4.6C)</li> </ul>	See Dictionary Skills in Member Resources

<b>Fluency</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ 4.24 Read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a <b>"typical" fourth grader reads approximately 90 wpm</b> (4). (I) (M) (TEKS/SE)(4.7B)</li> </ul>	Readers Theater <a href="http://www.aaronship.com">www.aaronship.com</a> Buddy read Choral reading Echo reading
<ul style="list-style-type: none"> <li>❑ 4.25 Demonstrate characteristics of fluent and effective reading (4-6). (I) (M) (TEKS/SE)(4.7C)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 4.26 Adjust reading rate based on purposes for reading (4-8). (I) (TEKS/SE)(4.7D)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 4.27 Read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners (4-8). (I) (TEKS/SE)(4.7E)</li> </ul>	

<b>Variety of Texts</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ 4.30 Select varied sources such as nonfiction, novels, textbooks, newspapers, and magazines when reading for information or pleasure (4-5). (D) (TEKS/SE)(4.8B)</li> </ul>	1 <sup>st</sup> 9 Wks – Textbooks 2 <sup>nd</sup> 9 Wks – Newspapers <a href="http://crayon.net/">http://crayon.net/</a> 3 <sup>rd</sup> & 4 <sup>th</sup> 9 Wks – Novels and Nonfiction

<b>Vocabulary Development</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ 4.33 Draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5). (I) (TEKS/SE)(4.9B)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 4.35 Determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, un- (4-8). (I) (TEKS/SE)(4.9D)</li> <li>❑ <b>4.35 (4.9D ii SLA) determine meanings of derivatives by applying knowledge of the meanings of root words such as feliz, razón, or entrar and affixes such as in-, -able, or -ada (4-6)</b></li> </ul>	See prefix/suffix/root word list in Member Resources

Comprehension	District Focus and Resources
<input type="checkbox"/> 4.39 Use his/her own knowledge and experience to comprehend (4-8). (I) (TEKS/SE)(4.10A)	
<input type="checkbox"/> 4.40 Understand the difference between creative and technical reading with 1) Creative Reading requiring the use of prior knowledge and experiences and innovative thinking to comprehend and 2) Technical Reading requiring all comprehension to be text-dependent and based on clues and evidence in the selection. (M) (Alignment)	
<input type="checkbox"/> 4.41 Engage in creative reading while interacting with narrative text and comprehend using prior knowledge and experiences and innovative thinking. (M) (Alignment)	
<input type="checkbox"/> 4.42 Engage in technical, text-dependent reading while reading and interacting with narrative, informative, and non-standard text and comprehend using clues and evidence in the text. (M) (Alignment)	
<input type="checkbox"/> 4.43 Establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8). (I) (TEKS/SE)(4.10B)	
<input type="checkbox"/> 4.44 Monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (4-8). (M) (TEKS/SE)(4.10C)	
<input type="checkbox"/> 4.48 Describe mental images that text descriptions evoke (4-8). (M) (TEKS/SE)(4.10D)	Draw pictures of mental images
<input type="checkbox"/> 4.49 Determine a text s main (or major) ideas and how those ideas are supported with details (4-8). (M) (TEKS/SE)(4.10F)	
<input type="checkbox"/> 4.51 Identify detail and summary statements in reading passages, narrative or informative. (M) (Alignment)	
<input type="checkbox"/> 4.52 Paraphrase and summarize text to recall, inform, and organize ideas (4-8). (M) (TEKS/SE)(4.10G)	
<input type="checkbox"/> 4.55 Identify details in a paragraph by stating or writing summary and classify the details by identifying words (not stated in the paragraph) that would describe what the details have in common, narrative or informative text. (M) (Alignment)	Thinking Maps – Tree map
<input type="checkbox"/> 4.57 Identify the implied main idea of paragraphs and passages during reading and interacting with narrative or informative text. (M) (Alignment)	

<input type="checkbox"/> 4.58 Identify the best summary statement of a passage or paragraph and select the best summary statements from two or more summary statements. (M) (Alignment)	
<input type="checkbox"/> 4.59 Determine cause(s) and effect(s) based on clues and evidence in narrative or informative text. (Answer "Why?" and "Because?" questions.) (M) (Alignment)	
<input type="checkbox"/> 4.60 Predict future outcomes in narrative and informative texts based on evidence and clues in the text (technical reading) and based on prior knowledge and experiences and creative thinking (creative reading) while reading and interacting with text. (M) (Alignment)	1 <sup>st</sup> 9 Wks – Narrative 2 <sup>nd</sup> 9 Wks – Informational reading
<input type="checkbox"/> 4.69 Represent text information in different ways such as in outline, timeline, or graphic organizer (4-8). (M) (TEKS/SE)(4.10L)	

<b>Text Structures/Literary Concepts</b>	<b>District Focus and Resources</b>
<input type="checkbox"/> 4.80 Understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3-7). (D) (TEKS/SE)(4.12G)	1 <sup>st</sup> 9 Wks – Stories 2 <sup>nd</sup> 9 Wks – Biographies /autobiographies 3 <sup>rd</sup> 9 Wks – Myths, fables, tall tales <a href="http://pantheon.org/mythica">http://pantheon.org/mythica</a> 4 <sup>th</sup> 9 Wks – Plays, poems
<input type="checkbox"/> 4.82 Recognize and analyze story plot, setting, and problem resolution (4-8). (M) (TEKS/SE)(4.12I)	

### TEKS Subject: *Writing*

<b>Purposes</b>	<b>District Focus and Resources</b>
<input type="checkbox"/> 4.97 Write to express, discover, record, develop, reflect on ideas, and to problem solve (4-8). (M) (TEKS/SE)(4.15A)	
<input type="checkbox"/> 4.99 Write to inform such as to explain, describe, report, and narrate (4-8). (M) (TEKS/SE)(4.15C)	
<input type="checkbox"/> 4.100 Write to entertain such as to compose humorous poems or short stories (4-8). (M) (TEKS/SE)(4.15D)	1 <sup>st</sup> 9 Wks – Short Stories 4 <sup>th</sup> 9 Wks -- Poems
<input type="checkbox"/> 4.101 Exhibit an identifiable voice in personal narratives and in stories (4-5). (M) (TEKS/SE)(4.15E)	
<input type="checkbox"/> 4.102 Choose the appropriate form for his/her own purpose for writing, including journals, letters, reviews, poems, narratives, and instructions (4-5). (M) (TEKS/SE)(4.15F)	1 <sup>st</sup> 9 Wks – Journals & narratives 2 <sup>nd</sup> 9 Wks – Letters & reviews 3 <sup>rd</sup> 9 Wks – Narratives & instructions 4 <sup>th</sup> 9 Wks – Poems <a href="http://www.teacher.scholastic.com/writewit/">www.teacher.scholastic.com/writewit/</a>

<b>Penmanship/Capitalization/Punctuation</b>	<b>District Focus and Resources</b>
<input type="checkbox"/> 4.95 Write legibly by selecting cursive or manuscript as appropriate (4-8). (M) (TEKS/SE)(4.16A)	

<ul style="list-style-type: none"> <li>❑ 4.96 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). (M) (TEKS/SE)(4.16B)</li> </ul>	
---	--

<b>Grammar/Usage</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ 4.127 Employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8). (M) (TEKS/SE)(4.18C)</li> </ul>	

<b>Processes</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ 4.103 Generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs (4-8). (D) (TEKS/SE)(4.19A)</li> </ul>	Thinking Maps
<ul style="list-style-type: none"> <li>❑ 4.105 Develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4-8). (D) (TEKS/SE)(4.19B)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 4.107 Increase vocabulary and use newly acquired vocabulary words to present ideas and information. (M) (Alignment))</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 4.111 Revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4-8). (M) (TEKS/SE)(4.19C)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 4.113 Revise drafts for coherence, progression, and logical support of ideas (4-8). (M) (TEKS/SE)(4.19D)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 4.114 Edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4-8). (M) (TEKS/SE)(4.19E)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 4.115 Recognize incomplete sentences, run-on sentences, and sentence fragments in written drafts. (Alignment))</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 4.116 Recognize errors in spelling, capitalization, and/or punctuation in written drafts and identified sections of paragraphs of writing. (M) (Alignment)</li> </ul>	

<b>Evaluation</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ 4.133 Apply criteria to evaluate writing (4-8). (M) (TEKS/SE)(4.20A)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 4.134 Respond in constructive ways to others writings (4-8). (M) (TEKS/SE)(4.20B)</li> </ul>	

## SECOND 9-WEEKS

### TEKS Subject: *Listening/Speaking*

Critical Listening	District Focus and Resources
<ul style="list-style-type: none"> <li>❑ 4.5 Identify and analyze a speaker's persuasive techniques such as promises, dares, and flattery (4-5). (I) (TEKS/SE)(4.2B)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 4.6 Distinguish between the speaker's opinion and verifiable fact (4-8). (I) (TEKS/SE)(4.2C)</li> </ul>	

Appreciation	District Focus and Resources
<ul style="list-style-type: none"> <li>❑ 4.8 Listen to proficient, fluent models of oral reading, including selections from classic and contemporary works (4-8). (I) (TEKS/SE)(4.3A)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 4.9 Describe how the language of literature affects the listener (4-5). (I) (TEKS/SE)(4.3B)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 4.10 Assess how language choice and delivery affect the tone of the message (4-5). (I) (TEKS/SE)(4.3C)</li> </ul>	

### TEKS Subject: *Reading*

Word Identification	District Focus and Resources
<ul style="list-style-type: none"> <li>❑ 4.21 Use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able(4-6). (M) (TEKS/SE)(4.6B)</li> <li>❑ <b>4.21 (4.6B ii SLA) Use structural analysis to identify root words with prefixes such as des-, dis-, ante-, bi- and tri-; and suffixes such as -dad, -ción, and -able (4-6)</b></li> </ul>	See 9 Week List in Member Resources

Fluency	District Focus and Resources
<ul style="list-style-type: none"> <li>❑ 4.23 Read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader)(4). (I) (M) (TEKS/SE)(4.7A)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 4.24 Read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a <b>"typical" fourth grader reads approximately 90 wpm</b>(4). (I) (M) (TEKS/SE)(4.7B)</li> </ul>	Readers Theater <a href="http://www.aaronship.com">www.aaronship.com</a> Buddy read Choral reading Echo reading
<ul style="list-style-type: none"> <li>❑ 4.28 Read silently with increasing ease for longer periods (4-8). (D) (TEKS/SE)(4.7F)</li> </ul>	

<b>Variety of Texts</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ 4.29 Read classic and contemporary works (2-8). (D) (TEKS/SE)(4.8A)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 4.30 Select varied sources such as nonfiction, novels, textbooks, newspapers, and magazines when reading for information or pleasure (4-5). (D) (TEKS/SE)(4.8B)</li> </ul>	1 <sup>st</sup> 9 Wks – Textbooks 2 <sup>nd</sup> 9 Wks – Newspapers <a href="http://crayon.net/">http://crayon.net/</a> 3 <sup>rd</sup> & 4 <sup>th</sup> 9 Wks – Novels and Nonfiction
<ul style="list-style-type: none"> <li>❑ 4.31 Read for varied purposes such as to be informed, to be entertained, to appreciate the writer s craft, and to discover models for his/her own writing (4-8). (D) (TEKS/SE)(4.8C)</li> </ul>	

<b>Vocabulary Development</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ 4.32 Develop vocabulary by listening to selections read aloud (4-8). (D) (TEKS/SE)(4.9A)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 4.34 Use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meanings and usage (4-8). (M) (TEKS/SE)(4.9C)</li> </ul>	See dictionary skills in Member Resources
<ul style="list-style-type: none"> <li>❑ 4.36 Study word meanings systematically such as across curricular content areas and through current events (4-8). (D) (TEKS/SE)(4.9E)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 4.37 Use context clues such as definitions, synonyms, antonyms, descriptions, or examples to determine the meaning of words in a reading selection. (M) (Alignment)</li> </ul>	

<b>Comprehension</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ 4.60 Predict future outcomes in narrative and informative texts based on evidence and clues in the text (technical reading) and based on prior knowledge and experiences and creative thinking (creative reading) while reading and interacting with text. (M) (Alignment)</li> </ul>	1 <sup>st</sup> 9 Wks – Narrative 2 <sup>nd</sup> 9 Wks – Informational reading
<ul style="list-style-type: none"> <li>❑ 4.61 Find similarities and differences across texts such as in treatment, scope, or organization (4-8). (I) (TEKS/SE)(4.10I)</li> </ul>	Paired Reading (Steck-Vaughn)
<ul style="list-style-type: none"> <li>❑ 4.62 Distinguish fact and opinion in various texts (4-8). (M) (TEKS/SE)(4.10J)</li> </ul>	

<b>Literary Response</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ 4.73 Connect, compare, and contrast ideas, themes, and issues across text (4-8). (M) (TEKS/SE)(4.11D)</li> </ul>	Paired Readings Thinking Maps

<b>Text Structures/Literary Concepts</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ 4.76 Identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8). (M) (TEKS/SE)(4.12C)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 4.77 Recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry (4-8). (I) (TEKS/SE)(4.12D)</li> </ul>	<p>2<sup>nd</sup> 9 Wks – Informational, historical fiction</p> <p>3<sup>rd</sup> 9 Wks – Biography</p> <p>4<sup>th</sup> 9 Wks – Poetry</p>
<ul style="list-style-type: none"> <li>❑ 4.79 Understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts)(3-5). (D) (TEKS/SE)(4.12F)</li> </ul>	<p>1<sup>st</sup> 9 Wks – Title, author, illustrator</p> <p>4<sup>th</sup> 9 Wks – Playwright, theater, stage, act, dialogue, and scene</p>
<ul style="list-style-type: none"> <li>❑ 4.80 Understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3-7). (D) (TEKS/SE)(4.12G)</li> </ul>	<p>1<sup>st</sup> 9 Wks – Stories</p> <p>2<sup>nd</sup> 9 Wks – Biographies/autobiographies</p> <p>3<sup>rd</sup> 9 Wks – Myths, fables, tall tales</p> <p>4<sup>th</sup> 9 Wks – Plays, poems</p>
<ul style="list-style-type: none"> <li>❑ 4.81 Analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8). (M) (TEKS/SE)(4.12H)</li> </ul>	

<b>Culture</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ 4.92 Compare text events with his/her own and other readers' experiences (4-8). (I) (TEKS/SE)(4.14A)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 4.93 Determine distinctive and common characteristics of cultures through wide reading (4-8). (I) (TEKS/SE)(4.14B)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 4.94 Articulate and discuss themes and connections that cross cultures (4-8). (M) (TEKS/SE)(4.14C)</li> </ul>	

### **TEKS Subject: Writing**

<b>Purposes</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ 4.98 Write to influence such as to persuade, argue, and request (4-8). (M) (TEKS/SE)(4.15B)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 4.102 Choose the appropriate form for his/her own purpose for writing, including journals, letters, reviews, poems, narratives, and instructions (4-5). (M) (TEKS/SE)(4.15F)</li> </ul>	<p>1<sup>st</sup> 9 Wks – Journals &amp; narratives</p> <p>2<sup>nd</sup> 9 Wks – Letters &amp; reviews</p> <p>3<sup>rd</sup> 9 Wks – Narratives &amp; instructions</p> <p>4<sup>th</sup> 9 Wks – Poems</p> <p><a href="http://www.teacher.scholastic.com/writewit/">www.teacher.scholastic.com/writewit/</a></p>

<b>Spelling</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ 4.121 Write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6). (M) (TEKS/SE)(4.17A)</li> </ul>	Scholastic Spelling Resources book

<ul style="list-style-type: none"> <li>❑ 4.122 Write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able, or -less, and prefixes such as re- or un- (4-6). (M) (TEKS/SE)(4.17B)</li> <li>❑ <b>4.122 (4.17B ii SLA) Write with accurate spelling of roots such as razón, feliz, leer, or entrar, inflectikons such as those that change tense or number, suffixes such as –able or –mente, and prefixes such as re- or in- (4-6)</b></li> </ul>	See Prefix/Suffix list in Member Resources
--	--

<b>Spelling (cont.)</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ 4.123 Use resources to find correct spellings (4-8). (M) (TEKS/SE)(4.17C)</li> </ul>	

<b>Processes</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ 4.117 Use available technology to support aspects of creating, revising, editing, and publishing texts (4-8). (D) (TEKS/SE)(4.19F)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 4.118 Refine selected pieces frequently to "publish" for general and specific audiences (4-8). (M) (TEKS/SE)(4.19G)</li> </ul>	

<b>Grammar/Usage</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ 4.125 Use regular and irregular plurals correctly (4-6). (M) (TEKS/SE)(4.18A)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 4.126 Write in complete sentences, varying the types such as compound and complex to match meanings and purposes (4-5). (M) (TEKS/SE)(4.18B)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 4.128 Use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise (4-8). (M) (TEKS/SE)(4.18D)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 4.129 Use prepositional phrases to elaborate written ideas (4-8). (M) (TEKS/SE)(4.18E)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 4.130 Use conjunctions to connect ideas meaningfully (4-5). (M) (TEKS/SE)(4.18F)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 4.131 Write with increasing accuracy when using apostrophes in contractions such as it s and possessives such as Jan’s (4-8). (M) (TEKS/SE)(4.18G)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 4.132 Write with increasing accuracy when using objective case pronouns such as "Dan cooked for you and me."(4-5) (D) (TEKS/SE)(4.18H)</li> </ul>	

<input type="checkbox"/> <b>No Oasis Number / (4.18I) Use verb tenses such as present, preterite, future, present perfect, past perfect, and future perfect appropriately and consistently</b>	
<b>Processes</b>	<b>District Focus and Resources</b>
<input type="checkbox"/> 4.119 Proofread his/her own writing and that of others (4-8). (M) (TEKS/SE)(4.19H)	
<input type="checkbox"/> 4.120 Select and use reference materials and resources as needed for writing, revising, and editing final drafts (4-8). (D) (TEKS/SE)(4.19I)	
<b>Evaluation</b>	<b>District Focus and Resources</b>
<input type="checkbox"/> 4.136 Analyze published examples as models for writing (4-8). (M) (TEKS/SE)(4.20D)	
<input type="checkbox"/> 4.137 Review a collection of written works to determine its strengths and weaknesses and to set goals as a writer (4-8). (M) (TEKS/SE)(4.20E)	
<b>Inquiry/Research</b>	<b>District Focus and Resources</b>
<input type="checkbox"/> 4.141 Summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines (4-8). (M) (TEKS/SE)(4.21D)	

## THIRD 9-WEEKS

### TEKS Subject: *Listening/Speaking*

Audiences	District Focus and Resources
<ul style="list-style-type: none"> <li>❑ 4.16 Present dramatic interpretations of experiences, stories, poems, or plays to communicate (4-8). (D) (TEKS/SE)(4.5C)</li> </ul>	1 <sup>st</sup> 9 Wks – Experiences & stories 4 <sup>th</sup> 9 Wks – Poems & plays
<ul style="list-style-type: none"> <li>❑ 4.17 Use effective rate, volume, pitch, and tone for the audience and setting (4-8). (D) (TEKS/SE)(4.5D)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 4.18 Give precise directions and instructions such as in games and tasks (4-5). (I) (TEKS/SE)(4.5E)</li> </ul>	

### TEKS Subject: *Reading*

Word Identification	District Focus and Resources
<ul style="list-style-type: none"> <li>❑ 4.21 Use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able(4-6). (M) (TEKS/SE)(4.6B)</li> <li>❑ <b>4.21 (4.6B ii SLA) Use structural analysis to identify root words with prefixes such as des-, dis-, ante-, bi- and tri-; and suffixes such as -dad, -ción, and -able (4-6)</b></li> </ul>	See 9 Week List in Member Resources

Fluency	District Focus and Resources
<ul style="list-style-type: none"> <li>❑ 4.24 Read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a <b>"typical" fourth grader reads approximately 90 wpm</b> (4). (I) (M) (TEKS/SE)(4.7B)</li> </ul>	Readers Theater <a href="http://www.aaronship.com">www.aaronship.com</a> Buddy read Choral reading Echo reading

Variety of Texts	District Focus and Resources
<ul style="list-style-type: none"> <li>❑ 4.30 Select varied sources such as nonfiction, novels, textbooks, newspapers, and magazines when reading for information or pleasure (4-5). (D) (TEKS/SE)(4.8B)</li> </ul>	1 <sup>st</sup> 9 Wks – Textbooks 2 <sup>nd</sup> 9 Wks – Newspapers 3 <sup>rd</sup> & 4 <sup>th</sup> 9 Wks – Novels and Nonfiction

Comprehension	District Focus and Resources
<ul style="list-style-type: none"> <li>❑ 4.45 Use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8). (M) (TEKS/SE)(4.10E)</li> </ul>	3 <sup>rd</sup> 9 wks – Cause and Effect 4 <sup>th</sup> 9 wks - Chronology
<ul style="list-style-type: none"> <li>❑ 4.46 Read narrative, informative and non-standard text and answer questions about details and sequence of events in the text and prove the answers from the evidence in the text. (M) (Alignment)</li> </ul>	

<input type="checkbox"/> 4.47 Read and reread non-standard texts such as contest rules, game directions, assembly directions, and recipes and answer questions about information and complex directions in the text and prove the answers with evidence from the text. (M) (Alignment))	
<input type="checkbox"/> 4.63 Draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8). (I) (M) (TEKS/SE)(4.10H)	
<input type="checkbox"/> 4.64 Make inferences about the feelings and emotions of characters in narrative text based on clues and evidence (actions and words of the character) (M) (Alignment))	
<input type="checkbox"/> 4.66 Make and explain inferences from graphic sources in narrative and informative texts including drawing logical conclusions. (M) (Alignment))	
<input type="checkbox"/> 4.68 Answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer (4-8). (M) (TEKS/SE)(4.10K)	

<b>Literary Response</b>	<b>District Focus and Resources</b>
<input type="checkbox"/> 4.70 Offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8). (M) (TEKS/SE)(4.11A)	
<input type="checkbox"/> 4.71 Interpret text ideas through such varied means as journal writing, discussion, enactment, media (4-8). (M) (TEKS/SE)(4.11B)	3 <sup>rd</sup> 9 Wks – Journal writing, discussion 4 <sup>th</sup> 9 Wks – Enactment, media
<input type="checkbox"/> 4.72 Support responses by referring to relevant aspects of text and his/her own experiences (4-8). (M) (TEKS/SE)(4.11C)	

<b>Text Structures/Literary Concepts</b>	<b>District Focus and Resources</b>
<input type="checkbox"/> 4.74 Judge the internal consistency or logic of stories and texts (4-5). (M) (TEKS/SE)(4.12A)	
<input type="checkbox"/> 4.75 Recognize that authors organize information in specific ways (4-5). (I) (TEKS/SE)(4.12B)	
<input type="checkbox"/> 4.77 Recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry (4-8). (I) (TEKS/SE)(4.12D)	2 <sup>nd</sup> 9 Wks – Informational, historical fiction 3 <sup>rd</sup> 9 Wks – Biography 4 <sup>th</sup> 9 Wks – Poetry See Genre List in Member Resources

<ul style="list-style-type: none"> <li>❑ 4.78 Compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2-8). (D) (TEKS/SE)(4.12E)</li> </ul>	
---	--

<b>Text Structures/Literary Concepts (cont.)</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ 4.80 Understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3-7). (D) (TEKS/SE)(4.12G)</li> </ul>	1 <sup>st</sup> 9 Wks – Stories 2 <sup>nd</sup> 9 Wks – Biographies/autobiographies 3 <sup>rd</sup> 9 Wks – Myths, fables, tall tales 4 <sup>th</sup> 9 Wks – Plays, poems
<ul style="list-style-type: none"> <li>❑ 4.83 Describe how the author s perspective or point of view affects the text (4-8). (I) (TEKS/SE)(4.12J)</li> </ul>	

<b>Inquiry/Research</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ 4.85 Use text organizers, including headings, graphic features, and tables of contents, to locate and organize information (4-8). (I) (M) (TEKS/SE)(4.13B)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 4.87 Interpret and use graphic sources of information such as maps, graphs, timelines, tables, and diagrams to address research questions (4-5). (I) (TEKS/SE)(4.13D)</li> </ul>	Thinking Maps Graphic Organizers
<ul style="list-style-type: none"> <li>❑ 4.90 Draw conclusions from information gathered from multiple sources (4-8). (D) (TEKS/SE)(4.13G)</li> </ul>	

### **TEKS Subject: *Writing***

<b>Purposes</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ 4.102 Choose the appropriate form for his/her own purpose for writing, including journals, letters, reviews, poems, narratives, and instructions (4-5). (M) (TEKS/SE)(4.15F)</li> </ul>	1 <sup>st</sup> 9 Wks – Journals & narratives 2 <sup>nd</sup> 9 Wks – Letters & reviews 3 <sup>rd</sup> 9 Wks – Narratives & instructions 4 <sup>th</sup> 9 Wks – Poems <a href="http://www.teacher.scholastic.com/writewit/">www.teacher.scholastic.com/writewit/</a>

<b>Spelling</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ 4.124 Spell accurately in final drafts (4-8). (M) (TEKS/SE)(4.17D)</li> </ul>	

<b>Processes</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ 4.117 Use available technology to support aspects of creating, revising, editing, and publishing texts (4-8). (D) (TEKS/SE)(4.19F)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 4.118 Refine selected pieces frequently to "publish" for general and specific audiences (4-8). (M) (TEKS/SE)(4.19G)</li> </ul>	

<b>Evaluation</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li data-bbox="240 260 943 317">❑ 4.135 Evaluate how well his/her own writing achieves its purposes (4-8). (M) (TEKS/SE)(4.20C)</li> </ul>	
<b>Inquiry/Research</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li data-bbox="240 417 889 474">❑ 4.138 Frame questions to direct research (4-8). (M) (TEKS/SE)(4.21A)</li> </ul>	
<ul style="list-style-type: none"> <li data-bbox="240 508 873 596">❑ 4.139 Organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer (4-8). (M) (TEKS/SE)(4.21B)</li> </ul>	Thinking Maps
<b>Interpretation</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li data-bbox="240 699 911 787">❑ 4.147 Interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations (4-8). (I) (TEKS/SE)(4.23B)</li> </ul>	

## FOURTH 9-WEEKS

### TEKS Subject: *Listening/Speaking*

Knowledge of Culture	District Focus and Resources
<ul style="list-style-type: none"> <li>❑ 4.12 Compare oral traditions across regions and cultures (4-8). (I) (TEKS/SE)(4.4B)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 4.13 Identify how language use such as labels and sayings reflects regions and cultures (4-8). (I) (TEKS/SE)(4.4C)</li> </ul>	

Audiences	District Focus and Resources
<ul style="list-style-type: none"> <li>❑ 4.14 Adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion (4-8). (D) (TEKS/SE)(4.5A)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 4.15 Demonstrate effective communications skills that reflect such demands as interviewing, reporting, requesting, and providing information (4-8). (I) (TEKS/SE)(4.5B)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 4.16 Present dramatic interpretations of experiences, stories, poems, or plays to communicate (4-8). (D) (TEKS/SE)(4.5C)</li> </ul>	1 <sup>st</sup> 9 Wks – Experiences & stories 4 <sup>th</sup> 9 Wks – Poems & plays

### TEKS Subject: *Reading*

Word Identification	District Focus and Resources
<ul style="list-style-type: none"> <li>❑ 4.21 Use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able(4-6). (M) (TEKS/SE)(4.6B)</li> <li>❑ <b>4.21 (4.21 (4.6B ii SLA) Use structural analysis to identify root words with prefixes such as des-, dis-, ante-, bi-, and tri-; and suffixes such as -dad, -ción, and -able (4-6)</b></li> </ul>	See 9 Week List in Member Resources

Fluency	District Focus and Resources
<ul style="list-style-type: none"> <li>❑ 4.24 Read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a <b>"typical" fourth grader reads approximately 90 wpm</b> (4). (I) (M) (TEKS/SE)(4.7B)</li> </ul>	Readers Theater <a href="http://www.aaronship.com">www.aaronship.com</a> Buddy read Choral reading Echo reading

Variety of Texts	District Focus and Resources
<ul style="list-style-type: none"> <li>❑ 4.30 Select varied sources such as nonfiction, novels, textbooks, newspapers, and magazines when reading for information or pleasure (4-5). (D) (TEKS/SE)(4.8B)</li> </ul>	1 <sup>st</sup> 9 Wks – Textbooks 2 <sup>nd</sup> 9 Wks – Newspapers 3 <sup>rd</sup> & 4 <sup>th</sup> 9 Wks – Novels and Nonfiction

<b>Comprehension</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ 4.45 Use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8). (M) (TEKS/SE)(4.10E)</li> </ul>	3 <sup>rd</sup> 9 wks – Cause and Effect 4 <sup>th</sup> 9 wks - Chronology
<ul style="list-style-type: none"> <li>❑ 4.46 Read narrative, informative and non-standard text and answer questions about details and sequence of events in the text and prove the answers from the evidence in the text. (M) (Alignment)</li> </ul>	

<b>Literary Response</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ 4.71 Interpret text ideas through such varied means as journal writing, discussion, enactment, media (4-8). (M) (TEKS/SE)(4.11B)</li> </ul>	3 <sup>rd</sup> 9 Wks – Journal writing, discussion 4 <sup>th</sup> 9 Wks – Enactment, media

<b>Text Structures/Literary Concepts</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ 4.77 Recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry (4-8). (I) (TEKS/SE)(4.12D)</li> </ul>	2 <sup>nd</sup> 9 Wks – Informational, historical fiction 3 <sup>rd</sup> 9 Wks – Biography 4 <sup>th</sup> 9 Wks -- Poetry
<ul style="list-style-type: none"> <li>❑ 4.79 Understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts)(3-5). (D) (TEKS/SE)(4.12F)</li> </ul>	1 <sup>st</sup> 9 Wks – Title, author, illustrator 4 <sup>th</sup> 9 Wks – Playwright, theater, stage, act, dialogue, and scene
<ul style="list-style-type: none"> <li>❑ 4.80 Understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3-7). (D) (TEKS/SE)(4.12G)</li> </ul>	1 <sup>st</sup> 9 Wks – Stories 2 <sup>nd</sup> 9 Wks – Biographies/autobiographies 3 <sup>rd</sup> 9 Wks – Myths, fables, tall tales 4 <sup>th</sup> 9 Wks – Plays, poems

<b>Inquiry/Research</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ 4.84 Form and revise questions for investigations, including questions arising from interests and units of study (4-5). (I) (TEKS/SE)(4.13A)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 4.86 Use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions (4-8). (I) (TEKS/SE)(4.13C)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 4.88 Summarize and organize information from multiple sources by taking notes, outlining ideas, or making charts (4-8). (I) (TEKS/SE)(4.13E)</li> </ul>	Thinking Maps
<ul style="list-style-type: none"> <li>❑ 4.89 Produce research projects and reports in effective formats using visuals to support meaning, as appropriate (4-5). (I) (TEKS/SE)(4.13F)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 4.91 Use compiled information and knowledge to raise additional, unanswered questions (3-8). (I) (TEKS/SE)(4.13H)</li> </ul>	

## TEKS Subject: *Writing*

Purposes	District Focus and Resources
<ul style="list-style-type: none"> <li>❑ 4.100 Write to entertain such as to compose humorous poems or short stories (4-8). (M) (TEKS/SE)(4.15D)</li> </ul>	<p>1<sup>st</sup> 9 Wks – Short Stories            4<sup>th</sup> 9 Wks – Poems  <a href="http://www.teacher.scholastic.com/writewit/">www.teacher.scholastic.com/writewit/</a>  <a href="http://www.teacherscholastic.com/writewit/poetry/poetry_tguide.htm">www.teacherscholastic.com/writewit/poetry/poetry_tguide.htm</a></p>
<ul style="list-style-type: none"> <li>❑ 4.102 Choose the appropriate form for his/her own purpose for writing, including journals, letters, reviews, poems, narratives, and instructions (4-5). (M) (TEKS/SE)(4.15F)</li> </ul>	<p>1<sup>st</sup> 9 Wks – Journals &amp; narratives            2<sup>nd</sup> 9 Wks – Letters &amp; reviews            3<sup>rd</sup> 9 Wks – Narratives &amp; instructions            4<sup>th</sup> 9 Wks – Poems  <a href="http://www.teacher.scholastic.com/writewit/">www.teacher.scholastic.com/writewit/</a></p>
Processes	District Focus and Resources
<ul style="list-style-type: none"> <li>❑ 4.117 Use available technology to support aspects of creating, revising, editing, and publishing texts (4-8). (D) (TEKS/SE)(4.19F)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 4.118 Refine selected pieces frequently to "publish" for general and specific audiences(4-8). (M) (TEKS/SE)(4.19G)</li> </ul>	
Inquiry/Research	District Focus and Resources
<ul style="list-style-type: none"> <li>❑ 4.140 Take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches (4-8). (M) (TEKS/SE)(4.21C)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 4.142 Present information in various forms using available technology (4-8). (D) (TEKS/SE)(4.21E)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 4.143 Evaluate his/her own research and raise new questions for further investigation (4-8). (I) (D) (TEKS/SE)(4.21F)</li> </ul>	
Connections	District Focus and Resources
<ul style="list-style-type: none"> <li>❑ 4.144 Collaborate with other writers to compose, organize, and revise various types of texts, including letters, news, records, and forms (4-8). (I) (TEKS/SE)(4.22A)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 4.145 Correspond with peers or others via e-mail or conventional mail (4-8). (M) (TEKS/SE)(4.22B)</li> </ul>	<p>Pen Pals  <a href="http://www.kidnews.com/penpals.html">www.kidnews.com/penpals.html</a>  <a href="http://www.siec.k12.in.us/~west/article/penpal.htm">www.siec.k12.in.us/~west/article/penpal.htm</a></p>
Interpretation	District Focus and Resources
<ul style="list-style-type: none"> <li>❑ 4.146 Describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings (4-8). (I) (TEKS/SE)(4.23A)</li> </ul>	

<ul style="list-style-type: none"> <li>❑ 4.148 Use media to compare ideas and points of view (4-8). (I) (TEKS/SE)(4.23C)</li> </ul>	
---	--

<b>Analysis</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ 4.149 Interpret and evaluate the various ways visual image-makers such as graphic artists, illustrators, and news photographers represent meanings (4-5). (I) (TEKS/SE)(4.24A)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 4.150 Compare and contrast print, visual, and electronic media such as film with written story (4-8). (I) (TEKS/SE)(4.24B)</li> </ul>	

<b>Production</b>	<b>District Focus and Resources</b>
<ul style="list-style-type: none"> <li>❑ 4.151 Select, organize or produce visuals to complement and extend meanings (4-8). (I) (TEKS/SE)(4.25A)</li> </ul>	
<ul style="list-style-type: none"> <li>❑ 4.152 Produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports (4-8). (I) (TEKS/SE)(4.25B)</li> </ul>	(Students must produce at least one of the products.)