



2023-2024 Math 4th Grade Year at a Glance



| First Semester | | Second Semester | |
|---|--|--|--|
| 1 st Nine Weeks – (August 14 th – October 11 th) | | 3 rd Nine Weeks – (January 3 rd – March 8 th) | |
| TEKS Topic 1: 4.2, 4.2A, 4.2B, 4.2C, 4.2D, 4.2E, 4.2F, 4.2G, 4.2H Topic 2: 4.4, 4.4A, 4.4G, 4.5, 4.8C Topic 3: 4.4, 4.4B, 4.4D, 4.4G, 4.8C | BOY Get to You Know You Math (5 days) Topic 1 Place Value Vocabulary and Pre Assessment Topic 1.1 - 1.4 Whole Numbers + Quick Check (7 days) Topic 1.6 - 1.10 Decimals + Quick Check (9 days) Topic 2 Adding and Subtracting Whole Numbers and Decimals Vocabulary and Pre Assessment Topic 2.2 - 2.10 + Quick Check (10 days) Topic 3 Multiplying by 1-Digit Numbers Vocabulary and Pre Assessment Topic 3.1 - 3.3, 3.5, 3.7 - 3.8 + Quick Check (7 days) MAP BOY Testing (1 day) CBA Testing (1 day) | TEKS Topic 9: 4.5, 4.5B Topic 10: 4.3A, 4.3C, 4.3G, 4.3D, Topic 11: 4.3E, 4.3B, 4.3F Topic 12: 4.8A, 4.8B, 4.8C | Topic 9 Patterns and Equations Vocabulary and Pre Assessment Topic 9.1-9.6 + Quick Check (7 days) Topic 10 Fraction Meanings and Equivalence Vocabulary and Pre Assessment Topic 10.1-10.6 + Quick Check (9 days) Topic 11 Adding and Subtracting Fractions With Like Denominators Vocabulary and Pre Assessment Topic 11.1-11.6 + Quick Check (7 days) Topic 12 Measurement Units and Conversions Vocabulary and Pre Assessment Topic 12.1 - 12.10 Whole Numbers + Quick Check (14 days) MAP MOY Testing (1 day) CBA Testing (1 day) Writing Interim Testing (1 day) |
| 2 nd Nine Weeks – (October 12 th – December 15 th) | | 4 th Nine Weeks – (March 19 th – May 23 rd) | |
| TEKS Topic 4: 4.4D, 4.4H, 4.5, 4.8C Topic 5: 4.4C, 4.4D, 4.4G, 4.5A Topic 6: 4.4C, 4.4D, 4.4H, 4.5A Topic 7: 4.4E, 4.4F, 4.4G, 4.4H, 4.5 Topic 8: 4.4E, 4.4F, 4.4G | Topic 4 Developing Proficiency: Multiplying by 1-Digit Numbers Vocabulary and Pre Assessment Topic 4.1 - 4.7 + Quick Check (8 days) Topic 5 Number Sense: Multiplying by 2- Digit Numbers Vocabulary and Pre Assessment Topic 5.1 - 5.5 + Quick Check (6 days) Topic 6 Developing Proficiency: Multiplying by 2-Digit Numbers Vocabulary and Pre Assessment Topic 6.1 - 6.5 , 6.7 + Quick Check (7 days) Topic 7 Number Sense: Dividing by 1-Digit Divisors Vocabulary and Pre Assessment Topic 7.1 - 7.5 + Quick Check (6 Days) Topic 8 Developing Proficiency: Dividing by 1-Digit Divisors Vocabulary and Pre Assessment Topic 8.3 - 8.8, and Interpreting Remainders + Quick Check (10 Days) CBA Testing (1 day) | TEKS Topic 13: 4.5C, 4.5D, 4.8C Topic 14: 4.6A, 4.7, 4.7C, 4.7D, 4.7E. 4.6B, 4.6, 4.6D Topic 15 4.9A, 4.9B Topic 16 4.10A, 4.10B, 4.10C, 4.10D, 4.10E | Topic 13 Solving Measurement Problems Vocabulary and Pre Assessment Topic 13.1 - 13.7 + Quick Check (8 days) Topic 14 Lines, Angles, Shapes Vocabulary and Pre Assessment Topic 14.1-14.2, 14.5-14.10 + Quick Check (10 days) Topic 15 Data Analysis Vocabulary and Pre Assessment Topic 15.1-15.6 + Quick Check (7 days) Topic 16 Personal Financial Literacy Vocabulary and Pre Assessment Topic 16.1 - 16.5 + Quick Check (7 days) STAAR Review (4 days) MAP EOY Testing (1 day) Interim Testing (2 days) STAAR Testing (3 days) |



4th Grade Science
Year at a Glance (YAG)
2023-2024



| First Semester | Second Semester |
|---|--|
| 1 st Nine Weeks – (August 14 th – October 11 th) | 3 rd Nine Weeks – (January 3 rd – March 8 th) |
| <p>Intro: Processes for Scientific Investigations (2 days) Introducción: Procesos para investigaciones científicas This unit allows for the establishment of science procedures, including safety and notebooking. 4.1A, 4.1B, 4.2A B C D E F, 4.3A, 4.3B, 4.3C, 4.4A</p> <p>Unit 01: Investigating Physical Properties of Matter (15 days) Investigando las propiedades físicas de la materia Scope 4.5A Students examine measurable physical properties and how those properties determine how matter is classified, changed, and used. 4.1A, 4.2A, 4.2B, 4.2C, 4.2D, 4.2E, 4.2F, 4.3A, 4.4A, 4.5A</p> <p>Unit 02: Investigating Mixtures (7 days) Investigando mezclas Scope 4.5B Students implement descriptive investigations to compare and contrast a variety of mixtures and solutions. 4.1A, 4.1B, 4.2A, 4.2B, 4.2C, 4.2F, 4.3A, 4.4A, 4.5B</p> <p>Unit 03: Investigating Energy (14 days) Investigando energía Scope 4.6ABC Students engage in descriptive investigations to differentiate among different forms of energy, including mechanical, sound, electrical, light, and thermal energy. 4.1A, 4.2A B C D E F, 4.3A, 4.3C, 4.4A, 4.6A, 4.6B, 4.6C</p> | <p>Unit 06: Investigating the Changing Earth (10 days) Investigando la tierra cambiante Scope 4.7BC Students investigate, observe, and identify slow changes to Earth's surface caused by weathering, erosion, and deposition from water, wind, and ice. Students consider environmentally appropriate and ethical practices with resources during investigations. 4.1A, 4.1B, 4.2A B C D E F, 4.3A, 4.3B, 4.3C, 4.4A, 4.7B</p> <p>Unit 07: Investigating Weather and the Water Cycle (15 days) Investigando el clima y el ciclo del agua Scope 4.8AB This unit addresses patterns in data to predict changes in weather and the continuous movement of water on and above the surface of the Earth. 4.1A, 4.2A B C D E, 4.3A, 4.3B, 4.3C, 4.4A, 4.8A, 4.8B</p> <p>Unit 08: Investigating Patterns of the Sun, Earth, and Moon System (10 days) Investigando los patrones de los sistemas del sol, la tierra y la luna Scope 4.8C Students collect and analyze data to identify sequences and predict patterns of change in shadows, seasons, and the observable appearance of the Moon over time. 4.1A, 4.2A B C D E F, 4.3A, 4.3B, 4.3C, 4.4A, 4.8C</p> |
| 2 nd Nine Weeks – (October 12 th – December 15 th) | 4 th Nine Weeks – (March 19 th – May 23 rd) |
| <p>Unit 04: Investigating Force and Motion (7 days) Investigando fuerza y movimiento Scope 4.6D Students design a descriptive investigation to explore the effect of force on an object such as a push or pull, gravity, friction, or magnetism. Additionally, students communicate and discuss their observations and record data in their notebooks. Furthermore, students consider environmentally appropriate and ethical practices with resources during investigations. 4.1A, 4.2A, 4.2B, 4.2C, 4.2D, 4.2E, 4.2F, 4.3A, 4.3C, 4.4A, 4.6D</p> <p>Unit 05: Investigating Natural Resources (21 days) Investigando recursos naturales Scope 4.7A Students engage in descriptive investigations to examine the various properties of soils including color, texture, their capacity to retain water, and their ability to support the growth of plants. Students also identify and classify Earth's renewable and nonrenewable resources. 4.1A, 4.1B, 4.2A B C D E F, 4.3A, 4.3B, 4.3C, 4.4A, 4.7A, 4.7C</p> | <p>Unit 09: Investigating Energy Flow in Living Systems (15 days) Investigar el flujo de energía en los sistemas vivos Scope 4.9AB This unit addresses the basic needs of producers and consumers as well as the significance of the Sun in the flow of energy through food webs. Students investigate that most producers need sunlight, water, and carbon dioxide to make their own food, while consumers are dependent on other organisms for food. 4.1A, 4.2A B C D E, 4.3A, 4.3B, 4.3C, 4.4A, 4.9A, 4.9B</p> <p>Unit 10: Investigating Structure and Behaviors of Organisms (15 days) Investigando estructura y comportamiento de organismos Scope 4.10AB Students explore how structures and functions enable organisms to survive in their environment. Additionally, students explore and describe examples of traits that are inherited from parents to offspring. 4.1A, 4.2A B C D E, 4.3A, 4.3C, 4.4A, 4.10A, 4.10B</p> <p>Unit 11: Investigating Life Cycles (10 days) Investigando ciclos de vida Scope 4.10C Students explore and compare the life cycles of different living organisms. Students explore, illustrate, and compare life cycles in organisms such as beetles, crickets, radishes, lima beans. 4.1A, 4.2A, 4.2B, 4.2C, 4.2D, 4.2F, 4.3A, 4.3B, 4.4A, 4.10C</p> |



**4th Grade Social Studies
Year at a Glance (YAG)
2023-2024**



| First Semester | Second Semester |
|--|---|
| 1 st Nine Weeks – (August 14 th – October 11 th) | 3 rd Nine Weeks – (January 3 rd – March 8 th) |
| <p>Unit 01: Thinking Like a Geographer in Texas (15 days) Unidad 01: Pensando como un geógrafo en Texas In this unit, students learn about the characteristics of the physical geographic regions of Texas, the current political regions in Texas, the current settlement patterns in Texas, and the impact of physical geography on economic activities in Texas today. <u>4.6A, 4.6B, 4.7A, 4.7B, 4.11A, 4.11B, 4.19A, 4.19B, 4.20A, 4.21D</u></p> <p>Unit 02: Thinking Like a Historian (5 days) Unidad 02: Pensando como un historiador During this unit, students begin the process of historical inquiry by first examining the Declaration of Independence and US Constitution for meaning, purpose, and intent. <u>4.13C, 4.19A, 4.19B, 4.21A, 4.21B, 4.21C, 4.21D</u></p> <p>Unit 03: American Indian Life In Texas (10 days) Unidad 03: La vida de los grupos indígenas en Texas During this unit, students study the characteristics of the American Indian groups living in Texas prior to the arrival of Europeans, and about how physical geography affected the lives of these societies. Additionally, students continue to develop historical inquiry skills by acquiring information from various sources. <u>4.1A, 4.1B, 4.1C, 4.1D, 4.8A, 4.8B, 4.9A, 4.12A, 4.19A, 4.19B, 4.20A, 4.20B, 4.21D</u></p> | <p>Unit 07: Republic of Texas and Statehood (15 days) Unidad 07: La República de Texas y la categoría de estado In this unit, students learn about the characteristics of the physical geographic regions of Texas, the current political regions in Texas, the current settlement patterns in Texas, and the impact of physical geography on economic activities in Texas today. <u>4.3C, 4.3D, 4.3E, 4.7B, 4.13A, 4.13B, 4.14B, 4.14C, 4.15D, 4.19A, 4.19B, 4.21B, 4.21D</u></p> <p>Unit 08: Texas During the Civil War & Reconstruction (10 days) Unidad 08: Texas durante la Guerra Civil y la Reconstrucción During this unit, students study about early nineteenth century immigration to Texas, about the involvement of Texas in the Civil War, and about the political, economic, and social changes that resulted with Reconstruction. <u>4.4A, 4.7B, 4.9B, 4.10A, 4.10B, 4.10C, 4.11C, 4.14D, 4.19B, 4.21A, 4.21D</u></p> <p>Unit 09: Settling the Texas Frontier (15 days) Unidad 09: Estableciendo la frontera de Texas During this unit, students study about the development of the cattle industry in Texas, about the changing settlement patterns brought about by the expansion of railroads in Texas, and about how the settlement of the Texas frontier impacted the lives of American Indians and the environment in Texas. <u>4.4B, 4.4C, 4.4D, 4.7A, 4.7B, 4.8A, 4.8B, 4.8C, 4.11B, 4.11D, 4.18A, 4.19A, 4.19B, 4.20A, 4.21B, 4.21D</u></p> |
| 2 nd Nine Weeks – (October 12 th – December 15 th) | 4 th Nine Weeks – (March 19 th – May 23 rd) |
| <p>Unit 04: European Exploration and Mission Life (10 days) Unidad 04: La exploración europea y la vida en las misiones During this unit, students study about the motivations of those who explored Texas and the Spanish policy of building missions in an effort to colonize Texas. Additionally, students examine how the policy of mission building affected settlement patterns in Texas along with the lifestyles of those living in the missions. <u>4.2A, 4.2B, 4.2C, 4.7B, 4.8A, 4.11C, 4.19A, 4.19B, 4.19C, 4.19D, 4.21B, 4.21D</u></p> <p>Unit 05: The Empresario System (10 days) Unidad 05: El Sistema Empresario During this unit, students learn about how Mexican independence brought changes to Texas, including the land grant empresario system instituted by the Mexican government. Students also learn about how the empresario system shaped settlement patterns and culture in Texas. <u>4.2D, 4.2E, 4.7B, 4.8A, 4.8B, 4.9B, 4.12B, 4.19B, 4.21A, 4.21B, 4.21D</u></p> <p>Unit 06: Revolution in Texas (15 days) Unidad 06: La Revolución de Texas During this unit, students learn about the dissatisfaction with Mexico's political changes that grew among Texans, about the leaders of the Texas Revolution and about the significant events of the revolution, including the creation of the Texas Declaration of Independence, the Battle of the Alamo, and the victory at the Battle of San Jacinto. <u>4.3A, 4.3B, 4.13A, 4.14A, 4.14D, 4.15D, 4.19B, 4.19C, 4.21A, 4.21B, 4.21D</u></p> | <p>Unit 10: Economic Development and Urbanization in Texas (15 days) Unidad 10: El desarrollo económico y la urbanización en Texas During this unit, students study about the development of the oil industry in Texas and the economic conditions of the Great Depression and Dust Bowl. Students also study about the impact of the Second World War in Texas, especially examining the economic impact and the impact on urbanization of Texas. <u>4.5A, 4.5B, 4.7B, 4.8A, 4.8C, 4.19A, 4.19B, 4.21A, 4.21B, 4.21D</u></p> <p>Unit 11: Texans Making a Difference (10 days) Unidad 11: Los tejanos marcan la diferencia During this final unit of study, students study about being actively engaged in the political process and civic affairs in Texas. Students specifically learn about participation in the democratic process, how to contact political leaders, and about being involved in civic organizations. Additionally, students learn about the cultural patterns of Texas and the contributions of various diverse groups to that unique culture. <u>4.15A, 4.15B, 4.15C, 4.15D, 4.15E, 4.16A, 4.16B, 4.17A, 4.17B, 4.18A, 4.18B, 4.19B, 4.21C, 4.21D</u></p> |

4th Grade
Language Arts YAG
Year Long Foundational Skills

| | | | |
|--|---|--|--|
| 4.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: | | | |
| 4.1(A) listen actively, ask relevant questions to clarify information, and make pertinent comments | 4.1(B) follow, restate, and give oral instructions that involve a series of related sequences of action | 4.1(C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively | 4.1 (D) Work collaboratively with others to develop a plan of shared responsibilities. |

| Taught All Year Reading Processes/Comprehension/Response skills | Taught All Year Responding to Text |
|---|--|
| <p><u>Reading Process: Thinking Within the Text</u></p> <p>4.4(A) use appropriate fluency (rate, accuracy, and prosody) when reading grade- level text</p> <p>4.6(A) establish purpose for reading assigned and self-selected texts</p> <p>4.3(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words ®</p> <p>4.6(B) generate questions about text before, during, and after reading to deepen understanding and gain information</p> <p>4.6(C) make and correct or confirm predictions using text features, characteristics of genre, and structures (S)</p> <p>4.6(D) create mental images to deepen understanding</p> <p>4.6(F) make inferences and use evidence to support understanding (R)</p> <p>4.6(I) monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions, and annotating when understanding breaks down</p> <p><u>Comprehension: Thinking Within the Text</u></p> <p>4.7(E) interact with sources in meaningful ways such as note taking, annotating, freewriting, or illustrating</p> <p>4.7(F) respond using newly acquired vocabulary as appropriate</p> <p>4.7(G) discuss specific ideas in the text that are important to the meaning</p> | <p><u>Ways to Show (Response Skills)</u></p> <p>4.7 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.</p> <p>4.7(A) describe personal connections to a variety of sources, including self-selected texts</p> <p>4.7(B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources</p> <p>4.7(C) use text evidence to support an appropriate response ®</p> <p>4.7(D) retell, paraphrase, or summarize texts in ways that maintain the meaning and logical order ®</p> <p>4.7(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating</p> <p>4.7(F) respond using newly acquired vocabulary as appropriate</p> <p>4.7(G) discuss specific ideas in the text that are important to the meaning</p> <p><u>Independent Reading</u></p> <p>4.5 Self-sustained reading. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking. The student reads grade-appropriate texts independently.</p> <p>4.5(A) self-select text and read independently for a sustained period of time</p> |

1st 9 weeks

[TRS Unit 01: Launching Strong Literacy Habits](#)

[TRS Unit 02A: Author's Purpose & Craft: Understanding Purpose and Message](#)

[TRS Unit 02B: Following & Creating a Journey of Thought](#)

[TRS Unit 02C: Author's Purpose & Craft: Learning and Leveraging the Power of Words](#)

[TRS Unit 03A: Examining and Developing the Heart of the Story](#)

| Word Study | Reading | Writing |
|--|--|---|
| <p><u>Spelling Patterns</u></p> <p>4.2(B) (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> <p>4.2C: Write legibly in cursive to complete assignments.</p> <p><u>Phonemic Knowledge/Decoding</u></p> <p>4.2 A.i decoding words with specific orthographic patterns and rules, including regular and irregular plurals</p> <p>4.2A.ii: decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables</p> <p>4.2A.vi: identifying and reading high-frequency words from a research-based list.</p> <p><u>Vocabulary</u></p> <p>4.3A: Use print or digital resources to determine meaning, syllabication, and pronunciation. (S)</p> <p>4.3B: Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words. (R)</p> | <p>4.8(A) infer basic themes supported by text evidence (S)</p> <p>4.8(C) analyze plot elements, including the rising action, climax, falling action, and resolution ®</p> <p>4.8(B) explain the interactions of the characters and the changes they undergo ®</p> <p>4.8(D) analyze the influence of the setting, including historical and cultural settings, on the plot (S)</p> <p>4.10(A) explain the author's purpose and message within a text ®</p> <p>4.10(B) explain how the use of text structure contributes to the author's purpose (S)</p> <p>4.10(C) analyze the author's use of print and graphic features to achieve specific purposes (S)</p> <p>4.10(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes (S)</p> <p>4.10(E) identify and understand the use of literary devices, including first- or third-person point of view (S)</p> <p>4.10(F) discuss how the author's use of language contributes to voice (S)</p> <p>4.10(G) identify and explain the use of anecdote (S)</p> | <p><u>Personal Narrative</u></p> <p>4.12(A) compose literary texts such as personal narratives and poetry using genre characteristics and craft</p> <p>4.11(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping</p> <p>4.11(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion (ii) developing an engaging idea with relevant details</p> <p>4.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity</p> <p>4.11(D) edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments (ii) past tense of irregular verbs (iii) singular, plural, common, and proper nouns (iv) adjectives, including their comparative and superlative forms (v) adverbs that convey frequency and adverbs that convey degree (vi) prepositions and prepositional phrases (vii) pronouns, including reflexive (viii) coordinating conjunctions to form compound subjects, predicates, and sentences (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</p> <p>4.11(E) publish written work for appropriate audiences 4.2(C) write legibly in cursive to complete assignments</p> |

SLAR Word Study

4.20(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:

4.20(A) (i) regular and irregular verbs (past, present, future, and perfect tenses in the indicative mode);

4.20(A) (iii) adjectives (e.g., descriptive, including adjective phrases: vestido de domingo) and their comparative and superlative forms (e.g., más que, la más);

4.21(B) use capitalization for:

4.21(B) (ii) the first words of titles of books, stories, and essays;

4.21(C) recognize and use punctuation marks including commas in compound sentences; colons, semi-colons, ellipses, the hyphen, and em dash;

Positive Character Traits

Trustworthiness The student understands how personal responsibility relates to being trustworthy. The student is expected to:

(A) identify and define traits of trustworthiness, including reliability and loyalty;

(B) identify and practice strategies for being honest and punctual; and

(C) define and identify examples of unethical behavior.

2nd 9 weeks

[TRS Unit 06: Absorbing and Authoring Poetry](#)

[TRS Unit 07: Delving into Debate and Drafting Opinion Essays](#)

[TRS Unit 08: Analytical Processing and Production Across Genres](#)

| Word Study | Reading | Writing |
|---|--|--|
| <p style="text-align: center;"><u>Spelling Patterns</u></p> <p>4.2(B) (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> <p>4.2B.ii: spelling homophones</p> <p>4.2B.iv: spelling words using advanced knowledge of syllable division patterns</p> <p>4.2C: Write legibly in cursive to complete assignments.</p> <p style="text-align: center;"><u>Phonemic Knowledge/Decoding</u></p> <p>4.2 A.i decoding words with specific orthographic patterns and rules, including regular and irregular plurals</p> <p>4.2A.ii: decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables</p> <p>4.2A.vi: identifying and reading high-frequency words from a research-based list.</p> | <p>4.9(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images (S)</p> <p>4.10(E) identify and understand the use of literary devices, including first- or third-person point of view (S)</p> <p>4.10(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes (S)</p> <p>4.10(F) discuss how the author's use of language contributes to voice (S)</p> <p>4.10(A) explain the author's purpose and message within a text ®</p> <p>4.9(D) (i) [recognize] the central idea with supporting evidence</p> <p>4.9(D) (iii) [recognize] organizational patterns such as compare and contrast (S)</p> <p>4.10(G) identify and explain the use of anecdote (S)</p> | <p>Argumentative:</p> <p>4.12(C) compose argumentative texts, including opinion essays, using genre characteristics and craft</p> <p>.11(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping</p> <p>4.11(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion (ii) developing an engaging idea with relevant details</p> <p>4.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity</p> <p>4.11(D) edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments (ii) past tense of irregular verbs (iii) singular, plural, common, and proper nouns (iv) adjectives, including their comparative and superlative forms (v) adverbs that</p> |

| | | |
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| <p style="text-align: center;"><u>Vocabulary</u></p> <p>4.3A: Use print or digital resources to determine meaning, syllabication, and pronunciation. (S)</p> <p>4.3B: Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words. (R)</p> <p>4.3D: Identify, use and explain the meaning of homophones such as reign/rain. (S)</p> | <p>4.10(C) analyze the author's use of print and graphic features to achieve specific purposes (S)</p> <p>4.9(D) recognize characteristics and structures of informational text, including (ii) features such as pronunciation guides and diagrams to support understanding (S)</p> | <p>convey frequency and adverbs that convey degree (vi) prepositions and prepositional phrases (vii) pronouns, including reflexive (viii) coordinating conjunctions to form compound subjects, predicates, and sentences (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</p> <p>4.11(E) publish written work for appropriate audiences 4.2(C) write legibly in cursive to complete assignments</p> |
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SLAR Word Study

4.22(A) write with increasing accuracy using accent marks including

- 4.22(A) (i) words that have a prosodic or orthographic accent on the last syllable (palabras agudas) (e.g., feliz, canción);
- 4.22(A) (ii) words that have a prosodic or orthographic accent on the second-to-last syllable (palabras graves) (e.g., casa, árbol);
- 4.22(A)(iii) words that have an orthographic accent on the third-to-last syllable (palabras esdrújulas) (e.g., último, cómico, mecánico);
- 4.22(B) spell words with hiatus and diphthongs (e.g., le-er, rí-o; quie-ro, vio);

Positive Character Traits

Responsibility. The student understands how personal choices are associated with responsibility. The student is expected to:

(A) explain what it means to be responsible for personal decisions and actions;

(B) describe positive and negative consequences of personal decisions and actions;

(C) identify and demonstrate ways to practice self-control, and

(D) describe the relationship between being responsible and being accountable.

3rd 9 weeks

TRS Unit 03B: Examining Different Forms of Fiction in Traditional Literature

| Word Study | Reading | Writing |
|---|--|---|
| <p style="text-align: center;"><u>Spelling Patterns</u></p> <p>4.2B.iv: spelling words using advanced knowledge of syllable division patterns</p> <p>4.2Biii spelling multisyllabic words with multiple sound-spelling patterns;</p> <p>4.2C: Write legibly in cursive to complete assignments.</p> <p style="text-align: center;"><u>Phonemic Knowledge/Decoding</u></p> <p>4.2 A.i decoding words with specific</p> | <p>4.9(A) demonstrates knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales (S)</p> <p>4.9(E) recognizes characteristics and structures of argumentative text</p> <p>4.9(E) (i) identifying the claim ®</p> <p>4.9(E) (iii) identifying the intended audience or reader (S)</p> <p>4.9(E) (ii) explaining how the author has used facts for an argument ®</p> | <p>Informational:</p> <p>4.12(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft</p> <p>.11(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping</p> <p>4.11(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful</p> |

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|---|---|---|
| <p>orthographic patterns and rules, including regular and irregular plurals</p> <p>4.2A.ii: decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables</p> <p>4.2A.iii: decoding words using advanced knowledge of syllable division patterns such as VV</p> <p>4.2A.vi: identifying and reading high-frequency words from a research-based list.</p> <p style="text-align: center;"><u>Vocabulary</u></p> <p>4.3A: Use print or digital resources to determine meaning, syllabication, and pronunciation. (S)</p> <p>4.3B: Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words. (R)</p> | <p>4.9(F) recognize characteristics of multimodal and digital texts</p> <p>4.10(E) identify and understand the use of literary devices, including first- or third-person point of view (S)</p> <p>4.10(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieve specific purposes (S)</p> <p>4.10(A) explain the author's purpose and message within a text</p> | <p>structure, including an introduction, transitions, and a conclusion (ii) developing an engaging idea with relevant details</p> <p>4.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity</p> <p>4.11(D) edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments (ii) past tense of irregular verbs (iii) singular, plural, common, and proper nouns (iv) adjectives, including their comparative and superlative forms (v) adverbs that convey frequency and adverbs that convey degree (vi) prepositions and prepositional phrases (vii) pronouns, including reflexive (viii) coordinating conjunctions to form compound subjects, predicates, and sentences (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</p> <p>4.11(E) publish written work for appropriate audiences 4.2(C) write legibly in cursive to complete assignments</p> |
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SLAR Word Study

- 4.22(E) differentiate the meaning or function of a word based on the diacritical accent (e.g., dé, de; tú, tu);
- 4.22(F) mark accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (e.g., corrió, jugó, tenía, gustaría, vendrá);

Positive Character Traits

- Caring. The student understands how personal actions demonstrate characteristics of caring. The student is expected to:
- (A) describe how feelings impact decision-making and behaviors;
- (B) explain how one can show patience, consideration, and compassion; and
- (C) define empathy and discuss the connection between empathy and charity.

4th 9 weeks

[TRS Unit 04: Investigating Informational Text Leads to Expert Writing](#)

[TRS Unit 05: Diving Deep Into Drama](#)

[TRS Unit 09: Piecing It All Together Through Inquiry](#)

| Word Study | Reading | Writing |
|---|--|---|
| <p align="center"><u>Spelling Patterns</u></p> <p>4.2B.v: decoding words using knowledge of prefixes</p> <p>4.2B.vi: decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants</p> <p>4.2C: Write legibly in cursive to complete assignments.</p> <p align="center"><u>Phonemic Knowledge/Decoding</u></p> <p>4.2 A.i decoding words with specific orthographic patterns and rules, including regular and irregular plurals</p> <p>4.2A.iv: decoding words using knowledge of prefixes</p> <p>4.2A.v: decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling consonants</p> <p>4.2A.vi: identifying and reading high-frequency words from a research-based list.</p> <p align="center"><u>Vocabulary</u></p> <p>4.3A: Use print or digital resources to determine meaning, syllabication, and pronunciation. (S)</p> <p>4.3B: Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words. (R)</p> <p>4.3C: Determine the meaning of and use words with affixes such as mis-, sub-, -ment, ant ity/ty and roots such as auto, graph, and meter. (S)</p> | <p>Drama, Informational Text/Nonfiction</p> <p>*Finish Informational units that did not fit in 2nd 9 weeks (see above 2nd 9 weeks)</p> <p>4.9(C) explain structure in drama such as character tags, acts, scenes and stage directions (S)</p> <p>4.9(C) explain structure in drama such as character tags, acts, scenes and stage directions (S)</p> <p>4.10(E) identify and understand the use of literary devices, including first- or third-person point of view (S)</p> | <p>Research:</p> <p>4.13 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.</p> <p>4.13(A) generate and clarify questions on a topic for formal and informal inquiry</p> <p>4.13(B) develop and follow a research plan with adult assistance</p> <p>4.13(C) identify and gather relevant information from a variety of sources</p> <p>4.13(D) identify primary and secondary sources</p> <p>4.13(E) demonstrate understanding of information gathered</p> <p>4.13(F) recognize the difference between paraphrasing and plagiarism when using source materials</p> <p>4.13(G) develop a bibliography</p> <p>4.13(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results</p> <p>4.12(D) compose correspondence that requests information</p> <p>.11(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping</p> <p>4.11(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion (ii) developing an engaging idea with relevant details</p> <p>4.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity</p> <p>4.11(D) edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments (ii) past tense of irregular</p> |

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| | | verbs (iii) singular, plural, common, and proper nouns (iv) adjectives, including their comparative and superlative forms (v) adverbs that convey frequency and adverbs that convey degree (vi) prepositions and prepositional phrases (vii) pronouns, including reflexive (viii) coordinating conjunctions to form compound subjects, predicates, and sentences (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words 4.11(E) publish written work for appropriate audiences 4.2(C) write legibly in cursive to complete assignments |
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SLAR

4.22(D) spell words with: (i) Greek roots (e.g., tele-, foto-, grafo-, metro-); (ii) Latin roots (e.g., spec, scrib, rupt, port, dict); (iii) Greek suffixes (e.g., -ologia, -fobia, -ismo, -ista); (iv) Latin derived suffixes (e.g., -able, -ible, -ancia);
4.21(D) identify and read abbreviations (e.g., Sr., Atte.).

Positive Character Traits

Citizenship. The student understands that personal responsibility is associated with citizenship. The student is expected to:
(A) describe the differences and similarities among gratitude, respect, and courtesy;
(B) compare fairness and justice, and
(C) discuss the importance of obeying laws and rules.