

Fourth Grade 1st 9 Weeks Building a Reading and Writing Life		
	Reading	Writing
Unit Overview	<p>Students will continue to build and deepen a reading life for themselves by recursively applying comprehension strategies to a variety of reading genres. Students will work to build reading stamina and to discuss their reading with others.</p> <p>Students will learn, practice and apply classroom procedures and routines.</p>	<p>Students will continue to build and deepen a writing life for themselves by recursively applying the writing process, discussing their writing, and reflecting on their work through conversation and inquiry.</p> <p>Students will learn, practice and apply classroom procedures and routines.</p>
Topics	Building a Reading Life, Plot Structure, Main Idea, Summarizing, Literary Texts, Information/Expository Texts, Author's Message, Theme, Self-Monitoring, Making Connections	Narrative, Expository, The Writing Process, Building a Writing Life, Writing Workshop, Prewriting, Revising, Editing, Publishing
Concept	Process	Process
Unit Essential Questions	<ul style="list-style-type: none"> • How do processes we use in reading/writing workshop help us build good reading/writing habits? • How do the processes we use help us grow? • How can I communicate my reading processes with a partner? 	<ul style="list-style-type: none"> • What can we learn about the writing process from mentors? • How can I communicate my writing processes with a partner?
Generalizations	Students will understand that...	Students will understand that...

	<ul style="list-style-type: none"> ● process has order/steps. ● there is a process for everything. ● process takes time. ● following a process produces a result. ● practice makes the process automatic. 	<ul style="list-style-type: none"> ● process has order/steps. ● there is a process for everything. ● process takes time. ● following a process produces a result. ● practice makes the process automatic.
	Reading	Writing
Learning Targets (Introduced this 9 Weeks)	<p>The student is expected to:</p> <ul style="list-style-type: none"> ● read and respond to grade level fiction ● analyze, infer and draw conclusions about fiction ● demonstrate fluent and effective reading with various text genres ● select appropriate texts ● ask literal, interpretive, and evaluative questions of the text ● increase reading stamina ● respond to various texts in various ways ● understand and identify literary terms across a variety of literary forms (texts) ● identify distinguishing features of familiar genres ● determine the meaning of unknown words using a dictionary or glossary ● determine the point of view in literary texts (first person, third person) ● sequence and summarize the plot's main events and explain their influence on future events ● identify the main idea of a paragraph, chapter, and entire text to create an accurate summary ● describe the interaction of characters including their relationships and the changes they undergo ● use reasons and evidence from the text to explain how authors communicate their message ● infer using text evidence 	<p>The student is expected to:</p> <ul style="list-style-type: none"> ● understand the components of the writing process (planning, drafting, revising, editing, and publishing) in both narrative and expository writing ● choose the appropriate form for his/her own purpose for writing ● increase writing stamina as the year progresses <p>Share Writing</p> <ul style="list-style-type: none"> ● share personal writing with peers and teacher ● provide positive and constructive feedback to peers and teacher about writing <p>Plan Writing</p> <ul style="list-style-type: none"> ● brainstorm and develop ideas for narrative writing pieces ● use prewriting to begin drafting ● determine a focus for writing ● exhibit an identifiable voice in personal narratives <p>Craft Writing</p> <ul style="list-style-type: none"> ● write about personal experiences to express, discover, record, develop, reflect on ideas, and to solve problems and in stories ● craft memories by studying mentor texts, ● write imaginative stories that build the plot to a climax and contain details about the characters and setting ● use the term memoir as another way to describe this type of writing

Listening and Speaking**The student is expected to:**

- listen attentively to speakers, ask relevant questions, and make pertinent comments
- follow, restate, and give oral instructions that involve a series of related sequences of action
- speak clearly and to the point, using the conventions of language
- express an opinion supported by accurate information, employing eye contact, speaking rate, volume, and enunciation, and the conventions of language to communicate ideas effectively
- participate in teacher and student led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others

Reading and Fluency Expectations

[Click here for FPA Grade Level Expectations](#)

- write expository, procedural, or work related texts to communicate ideas and information to specific audience for specific purposes
- Craft meaningful leads and conclusions that tie in with the heart of the narrative
- write responses to literary or expository texts and provide evidence from the text to demonstrate understanding
- use the complete subject and the complete predicate in a sentence
- use complete simple, compound, and complex sentences with correct subject-verb agreement

Revise Writing

- reread and revise drafts for coherence, organization, use of simple and compound sentences, audience, description, and details (e.g., thought shots, snapshots, show don't tell, figurative language, vary word choice, sensory language, delete unnecessary information) in order to make a draft more interesting

Edit Writing

- edit drafts for previously taught grammar skills
- use and understand the function of the following parts of speech in the context of reading, writing, and speaking:
 - Verbs (regular and irregular)
 - Nouns (singular/plural, common/proper)
 - Adjectives (e.g., descriptive, including purpose: sleeping bag, frying pan) and their comparative and superlative forms (e.g., fast, faster, fastest)
 - Adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot)

		<ul style="list-style-type: none"> ● Use and understand the function of grammar and mechanics of language evidenced within personal writing context: <ul style="list-style-type: none"> ○ Simple subject/predicate ○ Complete and compound sentences ● write legibly by selecting cursive script or manuscript printing as appropriate <p>The student is expected to:</p> <ul style="list-style-type: none"> ● spell high frequency words, patterns, and rules from prior grade levels ● spell words with more advanced orthographic patterns and rules ● spell Highland Park ISD non-negotiable words found on the Highland Park ISD Curriculum Website ● use spelling patterns, rules, print, and electronic resources to determine and check correct spelling ● plural rules (e.g., words ending in f as in leaf, leaves; adding -es) <p>Click here for HPISD Literacy Document</p>
<p>Formative Assessments (FOR learning)</p>	<p>Fountas and Pinnell Benchmark Assessment Lucy Calkins Assessments Reading Responses (oral, written) Teacher Observations Click here for HPISD Elementary ELA assessments.</p>	<p>Teacher Observation Writer's Notebook Teacher Observations District writing assessment or Calkins writing assessments that show growth over time</p>
<p>Summative Assessments (OF learning)</p>	<p>See Teacher/Parent Guide on Curriculum Website</p>	

<p style="text-align: center;">TEKS Introduced during this unit</p> <p style="text-align: center;">Figure 19 Reading/Comprehension Skills Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers.</p> <p style="text-align: center;"><u>TEKS Matrix</u></p>	<p>Reading TEKS Fig. 19(A) establish purposes for reading selected texts based upon own or others' desire outcome to enhance comprehension; Fig. 19(B) ask literal, interpretive, and evaluative questions of text Fig. 19(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions); (1) Reading/Fluency Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension. 1(A) read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension. 2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: 2(E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words. (6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to: 6(A) sequence and summarize the plot's main events and explain their influence on future events; 6(B) describe the interaction of characters including their relationships and the changes they undergo 6(C) identify whether the narrator or speaker of a story is first or third person. (9) Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).</p>	<p>Writing/Spelling/Vocabulary TEKS (15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: 15(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals); 15(B) develop drafts by categorizing ideas and organizing them into paragraphs; 15(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience; 15(D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric; and 15(E) revise final draft in response to feedback from peers and teacher and publish written work for a specific audience. (16) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to: 16(A) write imaginative stories that build the plot to a climax and contain details about the characters and setting (17) Students write about their own experiences. 17(A) Students are expected to write about important personal experiences. (20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to: 20(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (i) verbs (irregular verbs); (ii) nouns (singular/plural, common/proper); (iii) adjectives (e.g., descriptive, including purpose: sleeping bag, frying pan) and their comparative and superlative forms (e.g., fast, faster, fastest); (iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot); 20(B) use the complete subject and the complete predicate in a sentence 20(C) use complete simple and compound sentences with correct subject-verb agreement (21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to: 21(A) write legibly by selecting cursive script or manuscript printing as appropriate;</p>
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	<p>Listening and Speaking TEKS</p> <p>(27) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>27(A) listen attentively to speakers, ask relevant questions, and make pertinent comments; and</p> <p>27(B) follow, restate, and give oral instructions that involve a series of related sequences of action.</p> <p>(29) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.</p>	<p>(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>(i) plural rules (e.g., words ending in f as in leaf, leaves; adding -es);</p> <p>22(A) spell words with more advanced orthographic patterns and rules:</p> <p>(i) plural rules (e.g., words ending in f as in leaf, leaves; adding -es);</p> <p>22(D) use spelling patterns and rules and print and electronic resources to determine and check correct spellings.</p>
Language of Instruction (Including, but not limited to:)	Genres, Theme, Plot Structure, Climax, Main Idea, Summary, Author's Purpose, Literary Text, Informational Text, Expository Text, Text Connections, Predicting, Inferring	Narrative, Expository, The Writing Process, Brainstorming, Prewriting, Author's Craft, Drafting, Revising, Editing, Inquiry, Research, Mentor Text
State Assessment Connections	STAAR Reading Assessment	STAAR Writing Assessment
National Assessment Connections	NWEA MAP Assessment	
Available Resources	<p>Reading and Writing:</p> <ul style="list-style-type: none"> • <i>The Continuum of Literacy Learning: A Guide to Teaching</i> (Fountas & Pinnell) • <i>Fountas and Pinnell Benchmark Assessment</i> • <i>Lucy Calkins Reading and Writing Units of Study</i> • <i>The Inside Guide to the Reading-Writing Classroom, Grades 3-6</i> (Leslie Blauman) • <i>ACTS of Teaching</i> (Joyce Armstrong Carroll and Edward E. Wilson) • Texas Education Agency (TEA) Website 	
Textbook Correlation	<i>Journeys</i> Textbook Adoption	<i>Write Source</i> Online Textbook Adoption

