



**4th Grade English Language Arts  
Year at a Glance (YAG)  
2019-2020**



**First Semester**

<b>1<sup>st</sup> Nine Weeks – 40 days</b> (August 19 <sup>th</sup> – October 15 <sup>th</sup> ) (September 2 <sup>nd</sup> – Labor day – No School) (October 14 <sup>th</sup> – Staff Development)	<b>2<sup>nd</sup> Nine Weeks – 43 days</b> (October 16 <sup>th</sup> – December 20 <sup>th</sup> ) (November 25 <sup>th</sup> – 29 <sup>th</sup> – Thanksgiving Break) (December 23 <sup>rd</sup> – January 3 <sup>rd</sup> – Holiday Break)		
<p><b>TEKS</b> 4.1A, 4.1B, 4.1C, 4.1D; 4.2A, 4.2Aii, 4.2Aiii, 4.2Avi, 4.2B, 4.2Bi, 4.2Biv, 4.2C; 4.3A, 4.3B; 4.4A; 4.5A; 4.6A, 4.6B, 4.6E, 4.6I; 4.7A, 4.7B, 4.7C, 4.7G; 4.11A, 4.11B, 4.11D, 4.11Di, 4.11Dii, 4.11Diii, 4.11Dxi</p> <p>4.1A, 4.1B, 4.1C, 4.1D; 4.2A, 4.2Ai, 4.2Aii, 4.2Aiii, 4.2B, 4.2Bi, 4.2Biii, 4.2Biv, 4.2C; 4.3A, 4.3B; 4.4A; 4.5A; 4.6A, 4.6B, 4.6E, 4.6I; 4.7A, 4.7C, 4.7E, 4.7G; 4.10A; 4.11A, 4.11B, 4.11D, 4.11Di, 4.11Diii, 4.11Dvii, 4.11Dviii, 4.11Dix, 4.11Dxi</p> <p>4.1D; 4.2A, 4.2Ai, 4.2Aii, 4.2Aiii, 4.2B, 4.2Bi, 4.2Bii, 4.2Biii, 4.2Biv; 4.3D; 4.6A, 4.6B, 4.6C, 4.6E, 4.6G, 4.6I; 4.7B, 4.7C, 4.7E, 4.7F, 4.7G; 4.10A, 4.10B, 4.10C, 4.10D, 4.10E, 4.10F; 4.11A, 4.11B, 4.11Bi, 4.11Bii, 4.11C, 4.11D, 4.11Di, 4.11Diii, 4.11Dvii, 4.11Dviii, 4.11Dix, 4.11Dxi</p>	<p><b>Unit 01: Launching Strong Literacy Habits (12 days)</b> <u>Emprender hábitos sólidos de lectoescritura</u> This unit bundles student expectations that address the foundational skills of reading, writing, listening, speaking, and thinking as habits and routines are put into place to establish the importance of literacy inside and outside the classroom.</p> <p><b>Unit 02A: Author’s Purpose &amp; Craft: Understanding Purpose and Message (12 days)</b> <u>Propósito y arte del escritor: comprender el propósito y el mensaje</u> This unit bundles student expectations that address listening, speaking, reading, writing, and thinking with purpose. At the heart of all communication is purpose — the “why” of the message. Purpose helps shape the message being conveyed (whether oral or written) and helps support comprehension of the message (whether heard or read). Authors use specific techniques to deliver their message and recognizing these techniques is key to comprehending.</p> <p><b>Unit 02B: Following and Creating a Journey of Thought (12 days)</b> <u>Propósito y arte del escritor: seguir y crear un viaje de pensamiento a través de una estructura y organización con propósito</u> This unit bundles student expectations that address how author's purpose influences a writer's choice of structure. Writers use their purpose as the driver for choosing how to organize and develop their ideas. Purposeful structure and organization of ideas help the reader follow and understand the author’s purpose and message.</p>	<p><b>TEKS</b> 4.2A, 4.2Aiv, 4.2Av, 4.2B, 4.2Bv, 4.2Bvi; 4.3C, 4.3D; 4.6B, 4.6D, 4.6E, 4.6F, 4.6G, 4.6H, 4.6I; 4.7B, 4.7C, 4.7E, 4.7G; 4.10A, 4.10D, 4.10F; 4.11B, 4.11Bi, 4.11Bii, 4.11C, 4.11D, 4.11Di, 4.11Div, 4.11Dv, 4.11Dvi, 4.11Dviii, 4.11Dix, 4.11Dx, 4.11Dxi, 4.11E; 4.13A, 4.13E, 4.13H</p> <p>4.2A, 4.2Aiv, 4.2Av, 4.2B, 4.2Bv, 4.2Bvi; 4.3C; 4.6A, 4.6B, 4.6C, 4.6D, 4.6E, 4.6F, 4.6G, 4.6H, 4.6I; 4.7B, 4.7C, 4.7D, 4.7E, 4.7G; 4.8A, 4.8B, 4.8C, 4.8D; 4.9A, 4.10A, 4.10B, 4.10C, 4.10D, 4.10E, 4.10F; 4.11A, 4.11B, 4.11Bi, 4.11Bii, 4.11C, 4.11D, 4.11Di, 4.11Div, 4.11Dv, 4.11Dvi, 4.11Dx, 4.11Dxi; 4.12A, 4.2A, 4.2Aiv, 4.2Av, 4.2B, 4.2Bv, 4.2Bvi; 4.3C; 4.6B, 4.6C, 4.6D, 4.6E, 4.6F, 4.6G, 4.6H, 4.6I; 4.7B, 4.7C, 4.7D, 4.7E, 4.7G; 4.8A; 4.9B; 4.10A, 4.10B, 4.10C, 4.10D, 4.10E, 4.10F; 4.11B, 4.11Bi, 4.11Bii, 4.11C, 4.11D, 4.11Di, 4.11Dxi; 4.12A</p>	<p><b>Unit 02C: Author’s Purpose &amp; Craft: Learning and Leveraging the Power of Words (12 days)</b> <u>Learning and Leveraging the Power of Words</u> This unit bundles student expectations that address how authors use language to express voice and convey meaning. Writers carefully select language that supports their message and purpose. Readers interpret words and phrases in order to help them create mental images that improve understanding.</p> <p><b>Unit 03A: Examining and Developing the Heart of the Story (15 days)</b> <u>Examining and Developing the Heart of the Story</u> This unit bundles student expectations that address the genre characteristics and structures of fictional text. This genre represents narratives, or stories, that include literary elements and devices. Literary elements are the basic parts of a story including plot, character(s), setting, theme, etc. Authors create their stories around these elements. Readers rely on this predictable structure in order to help them understand any work of fiction. Literary devices are techniques an author uses to add meaning and produce a given effect. Examples of literary devices are point of view, simile, metaphor, imagery, alliteration, etc. Readers analyze literary elements and devices in order to deepen understanding of the text and to improve their own craft. Readers read fiction for the enjoyment of learning about and making connections with new and different people, places, and ideas.</p> <p><b>Unit 03B: Examining Different Forms of Fiction with Traditional Literature (10 days)</b> <u>Examining Different Forms of Fiction with Traditional Literature</u> This unit bundles student expectations that address analyzing and writing fictional texts with an emphasis on traditional literature such as folktales, fables, legends, myths, and tall tales. These types of stories generally have originated within a particular culture and were most likely to have been told orally over generations. These stories include the most basic literary elements of theme, plot, setting, and characterization. However, each one has unique characteristics that make them distinguishable. Most traditional stories are easily relatable and have universal messages that everyone can understand and value.</p>



**4th Grade English Language Arts  
Year at a Glance (YAG)  
2019-2020**



**Second Semester**

3 <sup>rd</sup> Nine Weeks – 45 days (January 6 <sup>th</sup> – March 17 <sup>th</sup> ) (January 20 <sup>th</sup> – MLK – No School) (March 9 <sup>th</sup> – 13 <sup>th</sup> – Spring Break)		4 <sup>th</sup> Nine Weeks – 45 days (March 18 <sup>th</sup> – May 21 <sup>st</sup> ) (April 10 <sup>th</sup> – Good Friday – No School) (April 24 <sup>th</sup> – Battle of Flowers – No School) (May 25 <sup>th</sup> – Memorial Day – No School)	
<p><b>TEKS</b> 4.1D, 4.2A, 4.2Aiv, 4.2Av, 4.2B, 4.2Bv, 4.2Bvi, 4.3C, 4.6B, 4.6C, 4.6E, 4.6F, 4.6G, 4.6H, 4.7B, 4.7C, 4.7D, 4.7E, 4.7G, 4.9D, 4.9Di, 4.9Dii, 4.9Diii, 4.9F, 4.10A, 4.10B, 4.10C, 4.10F, 4.11B, 4.11Bi, 4.11Bii, 4.11C, 4.11D, 4.11Dx, 4.11Dxi, 4.12B, 4.13A, 4.13C, 4.13E, 4.13F</p> <p>4.1D; 4.2A, 4.2Aiv, 4.2Av, 4.2B, 4.2Bv, 4.2Bvi; 4.3C; 4.6B, 4.6C, 4.6E, 4.6F, 4.6G; 4.7B, 4.7C, 4.7D, 4.7E, 4.7G; 4.8A, 4.8B, 4.8C, 4.8D; 4.9C; 4.10A, 4.10B, 4.10C, 4.10D, 4.10E, 4.10F; 4.11B, 4.11Bi, 4.11Bii, 4.11C, 4.11D, 4.11Dxi; 4.12A</p> <p>4.2A, 4.2Aiv, 4.2Av, 4.2B, 4.2Bv, 4.2Bvi; 4.3C; 4.6B, 4.6C, 4.6D, 4.6E, 4.6F, 4.6G, 4.6H; 4.7B, 4.7C, 4.7D, 4.7E, 4.7G; 4.8A; 4.9B; 4.10A, 4.10B, 4.10C, 4.10D, 4.10E, 4.10F; 4.11B, 4.11Bi, 4.11Bii, 4.11C, 4.11D, 4.11Dxi; 4.12A</p>	<p><b>Unit 04: Investigating Informational Text Leads To Expert Writing (15 days)</b> This unit bundles student expectations that address analyzing and writing informational texts. This genre represents writing that informs, explains, and/or describes a topic. Readers read a variety of informational texts, including digital and multimodal texts, to learn about and deepen their understandings of specific topics and areas of interest.</p> <p><b>Unit 05: Diving Deep into Drama (10 days)</b> This unit bundles student expectations that address analyzing and writing literary texts, specifically drama. Playwrights include literary elements and devices in their craft of drama. Playwrights write plays for a variety of purposes such as entertainment, social critique, and persuasion. Readers read and experience drama as an art form that provide insight into diverse perspectives about the world.</p> <p><b>Unit 06: Absorbing and Authoring Poetry (10 days)</b> This unit bundles student expectations that address the analysis and composition of poetry. This genre of literary text places a special emphasis on distinctive style and rhythm to express feelings and ideas, to create imagery, and/or to expand and deepen readers’ understandings. Most poems include literary and poetic elements and devices such as imagery, figurative language, and sound devices. Poets carefully select words not only for meaning and function, but also for their sound. Poets also make distinct choices about layout and punctuation which impacts the way a reader may read and interpret the poem. Many times readers need to go beyond a literal interpretation of the text to truly understand the meaning behind the poem. Readers read and experience poetry as an art form to connect to the world around them.</p>	<p><b>TEKS</b> 4.1C; 4.2A, 4.2Aiv, 4.2Av, 4.2B, 4.2Bv, 4.2Bvi; 4.3C; 4.6B, 4.6C, 4.6E, 4.6F, 4.6G, 4.6H; 4.7B, 4.7C, 4.7D, 4.7E, 4.7G; 4.9E, 4.9Ei, 4.9Eii, 4.9Eiii, 4.9F; 4.10A, 4.10B, 4.10C, 4.10D, 4.10F, 4.10G; 4.11A, 4.11B, 4.11Bi, 4.11Bii, 4.11C, 4.11D; 4.12C, 4.12D; 4.13B, 4.13C, 4.13E, 4.13F</p> <p>4.2A, 4.2Aiv, 4.2Av, 4.2B, 4.2Bv, 4.2Bvi; 4.3C; 4.6E, 4.6F, 4.6G, 4.6H; 4.7B, 4.7C, 4.7D, 4.7E, 4.7G; 4.10A, 4.10B, 4.10C, 4.10D, 4.10F; 4.11B, 4.11Bi, 4.11Bii, 4.11D, 4.11Dxi; 4.12A, 4.12B, 4.12C</p> <p>4.2A, 4.2Aiv, 4.2Av, 4.2B, 4.2Bv, 4.2Bvi; 4.3C; 4.6E, 4.6F, 4.6G, 4.6H; 4.7B, 4.7C, 4.7D, 4.7E, 4.7G; 4.11B, 4.11Bi, 4.11D, 4.11Dxi; 4.13A, 4.13B, 4.13C, 4.13D, 4.13E, 4.13F, 4.13G, 4.13H</p>	<p><b>Unit 07: Delving into Debate and Drafting Opinion Essays (15 days)</b> This unit bundles student expectations that address analyzing and writing argumentative texts. This genre represents text in which the writer develops and defends a position or debates a topic using logic and persuasion. Readers (and listeners) need to be able to recognize the techniques authors use to convince their audience of a certain opinion. Authors may try to appeal to an audience’s emotions by using words or images that create strong feelings. Authors may also present logical reasons for their position while possibly not presenting alternative reasoning. Authors may also use experts or language that seems credible to convince their audience. Readers may read argumentative text to find evidence that supports their own opinions or to seek multiple perspectives on a particular topic or issue.</p> <p><b>Unit 08: Processing and Production Across Genres (12 days)</b> This unit bundles expectations that address analyzing and crafting texts across multiple genres, including multimodal and digital texts. Readers and writers today consume and produce texts in a variety of genres for a variety of purposes. Many of these texts employ print and digital modalities such as images, graphics, text features, font, color, audio, and video to achieve their purposes. Readers’ understanding and opinions are often affected by the use of various modalities paired with the genre at hand. Readers and writers who are aware of authors’ craft and techniques with multiple modalities are better prepared to read critically and compose effectively. Effective readers and writers use their knowledge of genre and craft to understand and communicate ideas effectively.</p> <p><b>Unit 09: Piecing it All Together Through Inquiry (13 days)</b> This unit bundles student expectations that emphasize inquiry and research. Everyone, including students, has a natural instinct and ability to “wonder” about topics and ideas that are important to their lives. Sometimes the research is pertinent and necessary to solve a certain problem or issue in our lives. At other times, it may just be a matter of interest. Whatever the reason, effective research includes selecting and narrowing the topic, generating questions for inquiry, locating relevant sources, and gathering pertinent information. More formal research may also require a more refined delivery of results, including the citation of sources.</p>