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| First Semester | Second Semester |
| **1st Nine Weeks – 40 days** (August 20th – October 16th)*(September 3rd* – *Labor day* – *No School)**(October 8th* –  *Staff Development)* | **3rd Nine Weeks – 45 days**(January 7th – March 19th) *(January 21st* – *MLK* – *No School)**(March 11th – 15th* – *Spring Break)* |
| **TEKS**4.1[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103121) 4.2[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103122)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103123)[E](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103126) 4.3[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103127)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103128) 4.4[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103129) 4.6[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103131)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103132)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103133)4.7[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103134http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103134)4.8[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103135) 4.9[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103136) 4.14[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103146) 4.15[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103148)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103149)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103150)[D](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103151)[E](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103152) 4.16[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103153)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103154) 4.17[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103155)4.18[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103158)4.20[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103160)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103161)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103162)4.21[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103163)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103164)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103165) 4.22[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103166)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103167)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103168)[D](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103169)4.27[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103179) 4.28[A](4.28A%3A%20Express%20an%20opinion%20supported%20by%20accurate%20information%2C%20employing%20eye%20contact%2C%20speaking%20rate%2C%20volume%2C%20and) 4.29[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103182) 4.Fig19[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103279)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103280)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103281)[D](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103282)[E](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103283)[F](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103284) | [Understanding Begins with Fiction and Poetry](http://www.teksresourcesystem.net/module/content/search/item/1942/viewdetail.ashx)[La comprensión literaria empieza con la ficción y la poesía](http://www.teksresourcesystem.net/module/content/search/item/1591/viewdetail.ashx)Genre study connects reading and writing throughout the year to allow students to become better writers and strategic readers that approach text meaningfully and purposefully, while optimizing understanding and communication. Students are immersed in a variety of fictional texts to comprehend and communicate authentically about reading and writing. Traditional, historical, and contemporary fiction and poetry provide the avenue to allow students to make inferences, summarize, analyze characters, and provide textual evidence during their reading experiences. Students examine teacher-selected and self-selected literature and media based on individual interests and abilities providing opportunities to make personal and world connections within and across different contexts and genres.[Understanding Literary Nonfiction and Drama](http://www.teksresourcesystem.net/module/content/search/item/1737/viewdetail.ashx)[Comprensión de la literatura de no ficción y el drama](http://www.teksresourcesystem.net/module/content/search/item/1585/viewdetail.ashx)This unit bundles student expectations that address the structures of literary nonfiction and drama in order to examine the narrative subject as a primary means of oral and written communication. Genre study connects reading and writing to allow students to become better writers and strategic readers that approach text meaningfully and purposefully, while optimizing understanding and communication. Students are immersed in a variety of literary works to comprehend text and communicate authentically about reading and writing. Autobiographies, biographies, and drama provide the avenue to allow students to make inferences, summarize, analyze characters, and provide textual evidence during their reading experiences. Students continue to examine teacher selected and student selected literature and media based on individual interests and abilities providing opportunities to make important personal and world connections within and across different contexts and genres. | **TEKS**4.2[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103122)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103123)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103124)[D](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103125)4.3[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103127)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103128)4.4[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103129)4.5[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103130)4.6[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103131)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103132)4.7[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103134http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103134)4.10[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103137) 4.11[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103138)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103139)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103140)[D](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103141) 4.14[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103146) 4.15[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103149)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103150)[D](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103151)4.17[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103155)4.18[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103156) 4.20[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103160) 4.22[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103166)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103168)[D](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103169) 4.23[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103170)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103171http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103171) 4.24[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103172)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103173)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103174)[D](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103175)[E](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103176http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103176) 4.25[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103177) 4.26[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103178http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103178) 4.Fig19[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103279)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103280)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103281)[D](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103282)[E](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103283)[F](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103284) | [Understanding Research](http://www.teksresourcesystem.net/module/content/search/item/1739/viewdetail.ashx)[Comprensión de la investigación](http://www.teksresourcesystem.net/module/content/search/item/1476/viewdetail.ashx)This unit bundles student expectations that address research skills and processes in order to support the organization and presentation of ideas. Students plan, gather sources, draw conclusions, and summarize information from multiple sources related to a specific topic. Students continue to communicate understanding of text through oral and written expression and make important personal and world connections within and across different contexts and genres.[Understanding Connections Across Literary Texts](http://www.teksresourcesystem.net/module/content/search/item/1740/viewdetail.ashx)[Comprensión de las conexiones a través de textos literarios](http://www.teksresourcesystem.net/module/content/search/item/1449/viewdetail.ashx)Students examine a variety of forms of literary text representing a wide range of themes and compare and contrast features specific to different literary genres. Students continue to use processes to make inferences, summarize, and provide textual evidence during reading. Students communicate understanding of text through oral and written expression and continue to examine teacher-selected and self-selected literature and media based provide opportunities to make important personal and world connections within and across different contexts and genres.[Connections Across Informational Texts](http://www.teksresourcesystem.net/module/content/search/item/1741/viewdetail.ashx)[Haciendo conexiones a través de textos informativos](http://www.teksresourcesystem.net/module/content/search/item/1444/viewdetail.ashx)This unit bundles student expectations that focus on the relationships across and between informational texts in order for students to make connections and summarize information. Students examine a variety of forms of informational texts representing a wide range of topics and compare and contrast features specific to the genre. Students continue to make inferences, summarize, and provide textual evidence during reading. Students communicate understanding of text through oral and written expression and make important personal and world connections within and across different contexts and genres. |
| **2nd Nine Weeks – 43 days** (October 17th – December 21st) *(November 19th – 23rd* – *Thanksgiving Break)**(December 24th – January 4th – Holiday Break)* | **4th Nine Weeks – 45 days** (March 20th – May 23rd) *(April 19th – Good Friday – No School)*(*April 26th – Battle of Flowers – No School)**(May 27th – Memorial Day – No School)* |
| **TEKS**4.2[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103122)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103123)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103124)[E](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103126) 4.10[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103137) 4.11[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103138)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103139)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103140)[D](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103141)4.12[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103142http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103142) 4.13[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103143)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103144) 4.14[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103146)4.15[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103148)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103149)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103150)[D](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103151) 4.18[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103156)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103157)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103158) 4.20[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103160)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103161)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103162) 4.21[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103164)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103165) 4.22[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103166)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103168)[D](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103169)4.23[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103170)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103171http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103171) 4.24[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103173)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103174)4.27[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103180) 4.Fig19[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103279)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103280)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103281)[D](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103282)[E](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103283)[F](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103284) | Understanding Literary Nonfiction and Drama (continued)[Comprensión de la literatura de no ficción y el drama](http://www.teksresourcesystem.net/module/content/search/item/1585/viewdetail.ashx)[Reading to Learn – Informational Text](http://www.teksresourcesystem.net/module/content/search/item/1954/viewdetail.ashx)[Leer para aprender – Textos informativos](http://www.teksresourcesystem.net/module/content/search/item/1630/viewdetail.ashx)This unit bundles student expectations that expose students to a variety of forms of informational text in order to apply knowledge of comprehension strategies to summarize, describe, and distinguish information provided in texts. Students interact with the text by making connections, comparisons, and forming questions in order for ideas and perspectives to become more than just facts and to support informative writing. Students continue to communicate understanding through oral and written language. Informational text provides the avenue to allow students to make inferences, summarize, and provide textual evidence during their reading. Students continue to examine teacher-selected and self-selected informational texts and media based on individual interests and abilities providing opportunities to make important personal and world connections within and across different contexts and genres. | **TEKS**4.2[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103122)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103123)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103124)[D](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103125) 4.3[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103127)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103128) 4.6[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103131)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103132) 4.7[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103134http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103134) 4.11[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103138)4.12[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103142http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103142)4.14[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103145)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103146) 4.15[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103149)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103150)[D](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103151) 4.16[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103153)4.19[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103159) 4.Fig19[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103281)[D](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103282)[E](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103283)[F](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103284) | [Understanding Connections Across All Genres](http://www.teksresourcesystem.net/module/content/search/item/1743/viewdetail.ashx)[Haciendo conexiones a través de todos los géneros](http://www.teksresourcesystem.net/module/content/search/item/1439/viewdetail.ashx)This unit bundles student expectations that focus on the relationships across and between genres including literary works and informational text in order for students to make connections and summarize information. Students examine a variety of forms of text representing a wide range of themes and topics and compare and contrast features specific to the genre. Students continue to make inferences, summarize, and provide textual evidence during reading. Students communicate understanding of text through oral and written expression and make important personal and world connections within and across different contexts and genres.[Influencing an Audience](http://www.teksresourcesystem.net/module/content/search/item/1745/viewdetail.ashx)[Influyendo en la audiencia](http://www.teksresourcesystem.net/module/content/search/item/1435/viewdetail.ashx)This unit bundles student expectations that focus on the messages conveyed in media and persuasive texts in order to understand that authors write to influence, convince, express, justify, and promote a point of view. Students identify the impact of media form and design on communication. Students make inferences, summarize, and support their ideas with textual evidence and personal experience. Students express their beliefs and convince an audience through oral and written language. |



**Fourth Grade English Language Arts & Reading**

**Year at a Glance (YAG)**