

Curriculum Map

Subject: Language Arts	Grade Level: 4 th	Six Week: 3 rd	Week: 1
Instructional Focus Summary	Students will compose compositions that model complete sentences, voice, spelling, and correct punctuation and capitalization.		
<p>TEKS/SE</p> <p>(Bolded TEKS/SE are assessed with TAKS)</p> <p><u>(Power TEKS/Student Expectations are Underlined)</u></p> <p>(TEKS below 80% passing on the last TAKS test)</p>	<p>4.15 Writing/purposes. The student writes for a variety of audiences and purposes, and in a variety of forms. <u>(F) choose the appropriate form for his/her own purpose for writing, including journals, letters, reviews, poems, narratives, and instructions (4-5)</u></p> <p>4.16 Writing/penmanship/capitalization/punctuation. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, and penmanship to communicate clearly. (B) 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)</p> <p>4.17 Writing/spelling. The student spells proficiently. (C) use resources to find correct spellings (4-8) (D) spell accurately in final drafts (4-8)</p> <p>4.18 Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. (B) write in complete sentences, varying the types such as compound and complex to match meanings and purposes (4-5)</p> <p>4.19 Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. <u>(A) generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs (4-8)</u> <u>(B) develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4-8)</u></p>		
<p>TEKS/SE</p> <p>(Bolded TEKS/SE are assessed with TAKS)</p> <p><u>(Power TEKS/Student Expectations are Underlined)</u></p> <p>(TEKS below 80% passing on the last TAKS test)</p>	<p>Homophones Introduction Conclusion Theme Voice Dialogue Brainstorm</p>		
Concepts/ Vocabulary	<p><i>Foundations in Writing</i> Language & Reading Textbooks TAKS Masters TAKS Toppers Step-Up to TAKS</p>		

Resources	Brainstorming Mini-lessons as needed to instruct D. O. L. Spelling Exercises Language/Spelling activities from Reading Text
Instructional Activities	Completed Compositions Spelling Tests
Assessment	
Integration	
Intervention	
Extension	

Subject: Language Arts	Grade Level: 4 th	Six Week: 3 rd	Week: 2
Instructional Focus Summary	Students will use correct English usage and capitalization and punctuation.		
<p>TEKS/SE</p> <p>(Bolded TEKS/SE are assessed with TAKS)</p> <p><u>(Power TEKS/Student Expectations are Underlined)</u></p> <p>(TEKS below 80% passing on the last TAKS test)</p>	<p>4.18 Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing.</p> <p>(B) write in complete sentences, varying the types such as compound and complex to match meanings and purposes (4-5)</p> <p>(C) employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8)</p> <p>(G) write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's (4-8)</p> <p><u>4.19 Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.</u></p> <p><u>(A) generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs (4-8)</u></p> <p><u>(B) develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4-8)</u></p> <p><u>(D) revise drafts for coherence, progression, and logical support of ideas (4-8)</u></p>		
<p>Technical Vocabulary/ Concepts</p> <p>(Terms that students need to know for comprehension)</p>	<p>Noun</p> <p>Possessive</p> <p>Ownership</p> <p>Subject/Verb agreement</p> <p>Tense</p>		
Resources	<p><i>Foundations in Writing</i></p> <p>Language & Reading Textbooks</p> <p><i>TAKS Masters</i></p> <p>TAKS Toppers</p> <p>Step-Up to TAKS</p>		
Instructional Activities	<p>Brainstorming; list and preplan for writing</p> <p>Mini-lessons as needed to instruct</p> <p>D. O. L.</p> <p>Spelling Exercises</p> <p>Language/Spelling activities from Reading Text</p>		
Assessment	<p>Completed Compositions</p> <p>Spelling Tests</p>		
Integration			

Extension	
-----------	--

Subject: Language Arts	Grade Level: 4 th	Six Week: 3 rd	Week: 3
Instructional Focus Summary	Students will compose coherent compositions that model complete sentences, voice, spelling, and correct punctuation and capitalization.		
<p>TEKS/SE</p> <p>(Bolded TEKS/SE are assessed with TAKS)</p> <p><u>(Power TEKS/Student Expectations are Underlined)</u></p> <p>(TEKS below 80% passing on the last TAKS test)</p>	<p><u>4.15 Writing/purposes. The student writes for a variety of audiences and purposes, and in a variety of forms.</u> <u>(F) choose the appropriate form for his/her own purpose for writing, including journals, letters, reviews, poems, narratives, and instructions (4-5)</u></p> <p>4.16 Writing/penmanship/capitalization/punctuation. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, and penmanship to communicate clearly. (B) 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)</p> <p>4.17 Writing/spelling. The student spells proficiently. (C) use resources to find correct spellings (4-8) (D) spell accurately in final drafts (4-8)</p> <p>4.18 Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. (B) write in complete sentences, varying the types such as compound and complex to match meanings and purposes (4-5)</p> <p><u>4.19 Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.</u> <u>(A) generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs (4-8)</u> <u>(B) develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4-8)</u> <u>(D) revise drafts for coherence, progression, and logical support of ideas (4-8)</u></p>		
<p>Technical Vocabulary/ Concepts</p> <p>(Terms that students need to know for comprehension)</p>	<p>Revise Proofread Edit</p>		
Resources	<p><i>Foundations in Writing</i> Language & Reading Textbooks TAKS Masters TAKS Toppers Step-Up to TAKS</p>		
Instructional Activities	<p>Revise & edit compositions Mini-lessons as needed to instruct</p>		

	D. O. L. Spelling Exercises Language/Spelling activities from Reading Text
Assessment	Completed Compositions Spelling Tests
Integration	
Extension	

Subject: Language Arts	Grade Level: 4 th	Six Week: 3 rd	Week: 4
Instructional Focus Summary	Students will compose compositions that model complete sentences, voice, spelling, and correct punctuation and capitalization.		
<p>TEKS/SE</p> <p>(Bolded TEKS/SE are assessed with TAKS)</p> <p><u>(Power TEKS/Student Expectations are Underlined)</u></p> <p>(TEKS below 80% passing on the last TAKS test)</p>	<p><u>4.15 Writing/purposes. The student writes for a variety of audiences and purposes, and in a variety of forms.</u> <u>(F) choose the appropriate form for his/her own purpose for writing, including journals, letters, reviews, poems, narratives, and instructions (4-5)</u></p> <p>4.16 Writing/penmanship/capitalization/punctuation. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, and penmanship to communicate clearly. (B) 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)</p> <p>4.17 Writing/spelling. The student spells proficiently. (C) use resources to find correct spellings (4-8) (D) spell accurately in final drafts (4-8)</p> <p>4.18 Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. (B) write in complete sentences, varying the types such as compound and complex to match meanings and purposes (4-5) (C) employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8)</p> <p><u>4.19 Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.</u> <u>(A) generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs (4-8)</u> <u>(B) develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4-8)</u> <u>(D) revise drafts for coherence, progression, and logical support of ideas (4-8)</u></p>		
<p>Technical Vocabulary/ Concepts</p> <p>(Terms that students need to know for comprehension)</p>	<p>Critique Coherence Complex Sentence Phrase</p>		
Resources	<p><i>Foundations in Writing</i> Language & Reading Textbooks TAKS Masters TAKS Toppers Step-Up to TAKS <i>Breaking the Code</i></p>		

Instructional Activities	Model complex sentences; use exercises from <i>Breaking the Code</i> for practice. Share compositions with class and critique. Mini-lessons as needed to instruct D. O. L. Spelling Exercises Language/Spelling activities from Reading Text
Assessment	Completed Compositions Spelling Tests
Integration	
Extension	

Subject: Language Arts	Grade Level: 4 th	Six Week: 3 rd	Week: 5
Instructional Focus Summary	Students will publish and share compositions.		
<p>TEKS/SE</p> <p>(Bolded TEKS/SE are assessed with TAKS)</p> <p><u>(Power TEKS/Student Expectations are Underlined)</u></p> <p>(TEKS below 80% passing on the last TAKS test)</p>	<p><u>4.15 Writing/purposes. The student writes for a variety of audiences and purposes, and in a variety of forms.</u> <u>(F) choose the appropriate form for his/her own purpose for writing, including journals, letters, reviews, poems, narratives, and instructions (4-5)</u></p> <p>4.16 Writing/penmanship/capitalization/punctuation. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, and penmanship to communicate clearly. (B) 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)</p> <p>4.17 Writing/spelling. The student spells proficiently. (C) use resources to find correct spellings (4-8)</p> <p>4.18 Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. (C) employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8)</p> <p><u>4.19 Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.</u> <u>(A) generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs (4-8)</u> <u>(B) develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4-8)</u> <u>(D) revise drafts for coherence, progression, and logical support of ideas (4-8)</u></p>		
<p>Technical Vocabulary/ Concepts</p> <p>(Terms that students need to know for comprehension)</p>			
Resources	<p><i>Foundations in Writing</i> Language & Reading Textbooks <i>TAKS Masters</i> TAKS Toppers Step-Up to TAKS</p>		
Instructional Activities	<p>Share compositions with class Class and teacher critique Mini-lessons as needed to instruct</p>		

	D. O. L. Spelling Exercises Language/Spelling activities from Reading Text
Assessment	Completed Compositions Spelling Tests
Integration	
Extension	

Subject: Language Arts	Grade Level: 4 th	Six Week: 3 rd	Week: 6
Instructional Focus Summary	Benchmark Test & teacher conferences with students about writing.		
<p>TEKS/SE</p> <p>(Bolded TEKS/SE are assessed with TAKS)</p> <p><u>(Power TEKS/Student Expectations are Underlined)</u></p> <p>(TEKS below 80% passing on the last TAKS test)</p>	<p><u>4.15 Writing/purposes. The student writes for a variety of audiences and purposes, and in a variety of forms.</u> <u>(F) choose the appropriate form for his/her own purpose for writing, including journals, letters, reviews, poems, narratives, and instructions (4-5)</u></p> <p>4.16 Writing/penmanship/capitalization/punctuation. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, and penmanship to communicate clearly. (B) 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)</p> <p>4.17 Writing/spelling. The student spells proficiently. (C) use resources to find correct spellings (4-8) (D) spell accurately in final drafts (4-8)</p> <p>4.18 Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. (B) write in complete sentences, varying the types such as compound and complex to match meanings and purposes (4-5)</p> <p><u>4.19 Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.</u> <u>(A) generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs (4-8)</u> <u>(B) develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4-8)</u></p>		
<p>Technical Vocabulary/ Concepts</p> <p>(Terms that students need to know for comprehension)</p>			
Resources	<p><i>Foundations in Writing</i> Language & Reading Textbooks <i>TAKS Masters</i> TAKS Toppers Step-Up to TAKS</p>		
Instructional Activities	Review/re-teach as needed		

Assessment	Benchmark Test Teacher conference with students about writing
Integration	
Extension	