

INSTRUCTIONAL FOCUS DOCUMENT

Grade 4/Spanish Language Arts and Reading

UNIT: 01 TITLE: El entendimiento literario empieza con la ficción y la poesía

SUGGESTED DURATION:
Six Weeks



State Resources:

RATIONALE:

This unit bundles student expectations that address the structures of poetry and the elements of fiction in order to examine the narrative subject as a primary means of oral and written communication. 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 fiction to comprehend text they read and communicate authentically about their reading and writing. Fables, tall tales, realistic fiction, historical 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 student 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.

In Grade 03, students became more fluent, automatic, and purposeful in oral and written expression. They examined fictional text by sequencing and summarizing the plot's main events and described characters' traits, motivations, and feelings. Students composed texts using the fundamentals of the writing process (planning, drafting, revising, editing, and publishing). During this unit, students continue to examine plot and describe characters by including their relationships and changes they undergo. Students explore poetry by describing and explaining how structural elements relate to the genre. Oral and written expression becomes more fluent, authentic, and focused. Students continue to use the writing process and the conventions of written expression to explore patterns of language. As students compose text to express their ideas and feelings, they become more thorough writers by learning from the text structure and applying the writer's craft. The writer's craft involves applying purposeful strategies that lead to depth, voice, and focus. Sensory language, such as simile and metaphor, is identified in text and explored in writing to create an experience that appeals to the senses. Vocabulary development increases with the exploration of idioms and roots and affixes as well as the use of context and/or resources to determine the meaning of unfamiliar words. Word study is inclusive of genre specific vocabulary, literary terms, and appropriate vocabulary from the literature.



MISCONCEPTIONS/UNDERDEVELOPED CONCEPTS:

UNDERDEVELOPED CONCEPT:

- Writing summaries can be difficult for students. They have a hard time determining what is most important so instead they write every detail. Schedule individual time with students as needed.

PERFORMANCE INDICATORS	CONCEPTS	KEY UNDERSTANDINGS FOR LEARNERS
Crea una línea de sucesos que represente los eventos principales de una historia. Explica en un párrafo cómo la línea de sucesos te ayuda a conectar un evento con otro y cómo el argumento podría afectar eventos futuros.	Elementos – Argumento Percepción	Los autores utilizan el argumento para darle secuencia a los eventos de una historia.

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(4. Fig19B, 4.Fig19C, 4.Fig19D, 4.Fig19E; 4.6A)		
Después de leer una historia de ficción, identifica la relación entre dos personajes. Crea un elemento visual que represente la relación de los personajes y los cambios que experimentan a través de la historia. (4.Fig 19C, 4.Fig 19D; 4.6B)	Elementos – Caracterización Interpretación – Conexiones, Relevancia	Los lectores crean conexiones para hacer el texto personalmente relevante y útil.
Usando el proceso de escritura, escribe un poema (e.g., cuarteta, adivinanza, acróstico, lírico) usando detalles sensoriales y convenciones de la poesía. (4.8A; 4.15A, 4.15B, 4.15C, 4.15D, 4.15E; 4.16B; 4.21A)	Estructuras – Rima, metro, estrofa, salto de línea Propósito Forma – Poema	Los autores usan las destrezas del escritor para atraer y mantener el interés del lector.
Usando el proceso de escritura, escribe un relato personal que mantenga el interés del lector. (4.15A, 4.15B, 4.15C, 4.15D, 4.15E, 4.17A, 4.21A)	Técnicas – Detalles sensoriales Percepción – Interés Forma-narrativo personal	
	Propósito	Los autores establecen un propósito y planean el desarrollo de una historia.
Escoge una historia o un poema que hayas leído de manera independiente. Organiza y presenta a un grupo pequeño una plática del libro sobre el texto seleccionado. Usando la fluidez y las convenciones orales apropiadas, lee la historia en voz alta a toda la clase o a un grupo pequeño. Escucha y participa cuando otros estudiantes presenten su propia plática del libro. (4.1A; 4.Fig19A, 4.Fig19B, 4.Fig19C, 4.Fig19D, 4.Fig19E; 4.27A; 4.28A; 4.29A)	Interpretación – Conocimiento Convenciones – Convenciones orales	Escuchar y hablar de manera eficaz desarrolla el conocimiento previo y promueve la colaboración.
Escribe múltiples entradas sobre las ideas, las conexiones y / o estrategias que te ayudan a comprender mas a fondo los textos de ficción, la poesía y los medios de comunicación. Provee evidencia textual para dar sustento a tus ideas (4.Fig19A, 4.Fig19B, 4.Fig19C, 4.Fig19D, 4.Fig19E; 4.9A; 4.18C)	Interpretación – Comprensión, Conexiones Percepción – Pensamientos	Los lectores usan estrategias para mejorar la comprensión del texto.

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Anota múltiples entradas en una Libreta de Estudio de Palabras demostrando conocimiento de las palabras. Usa la libreta para reforzar la escritura. (4.2A, 4.2B, 4.2D, 4.2E)	Interpretación – Vocabulario	Un vocabulario extenso mejora la comunicación oral y escrita.

KEY ACADEMIC VOCABULARY SUPPORTING CONCEPTUAL DEVELOPMENT
<ul style="list-style-type: none"> • Lenguaje figurado – Lenguaje acomodado en niveles con significado por medio de imágenes de palabras y formas de expresión a diferencia del lenguaje literario • Símil – Una comparación de dos cosas que son básicamente diferentes, por lo regular usando la palabra “como” • Metáfora – Una sutil comparación en la cual el autor describe a una persona o cosa usando palabras que no están hechas para tomarse de manera literaria

INSTRUCTIONAL COMPONENTS	INSTRUCTION	FORMATIVE ASSESSMENT EXAMPLES
Word Study	TEKS: Vocabulary: 4.2A,B,D,E Conventions: 4.20Aii Spelling: 4.22Ai,C,F,G	ONGOING TEKS: Informal Language Sample Observation Data
Shared Reading / Independent Reading	TEKS: Comprehension: 4.Fig19A,B,C,D,E,F Fluency: 4.1A Vocabulary: 4.2B Theme and Genre: 4.3A,B Poetry: 4.4A Fiction: 4.6A,B,C Sensory Language: 4.8A Media Literacy 4.14B Reading/Writing Connection: 4.18C Listening: 4.27A Speaking: 4.28A Teamwork: 4.29A Independent Reading: 4.9A	ONGOING TEKS: Teacher-Student Conference Checklist Rubric Writer’s Notebook Word Study Handbook Reader’s Notebook Reading Log
Writing	TEKS: Writing Process: 4.15A,B,C,D,E	ONGOING TEKS: Oral Fluency Check

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	Literary Text: 4.16A,B Writing: 4.17A Conventions: 4.20Ai,ii,v,B,C Handwriting: 4.21A Capitalization: 4.21Bii Punctuation: 4.21C Spelling: 4.22Ai,C,F,G Listening: 4.27A Speaking: 4.28A Teamwork: 4.29A	Portfolio

TEKS# SE#	TEKS	SPECIFICITY
4.1	<i>Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to:</i>	
4.1A	Read aloud grade-level appropriate text with accuracy, expression, appropriate phrasing and comprehension.	Read Aloud GRADE-LEVEL STORIES WITH FLUENCY AND COMPREHENSION Including, but not limited to: <ul style="list-style-type: none"> • Independent-level materials: texts in which no more than approximately 1 in 20 words is difficult for the reader • 120-180 wcpm (words correct per minute) by the end of fourth grade • Expression: use raised and lowered voices appropriately, emphasizing words and sentences • Phrasing: pause appropriately with intonation by paying attention to punctuation, bold print, italics, etc. • Adjust rate to the purpose of the reading (vary rate according to the complexity of the material and the purpose) (e.g., narrative vs. expository) Rate: the number of words read per minute Accuracy: the number of words read correctly per minute Note: The goal of fluency is the time (not speed) needed to ensure comprehension.
4.2	<i>Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</i>	
4.2A	Determine the meaning of grade-level academic Spanish words	Determine

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	<p>derived from Latin, Greek, or other linguistic roots and affixes.</p> <p><i>Readiness Standard</i></p>	<p>THE MEANING OF GRADE-LEVEL ACADEMIC SPANISH WORDS DERIVED FROM LATIN, GREEK, OR OTHER LINGUISTIC ROOTS AND AFFIXES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Latin: (eg., audi-: audiencia, auditorio; -vis-: visión, invisible) • Greek: (eg., auto-: autobiografía, autógrafo; bio-: biología, biografía; tele-: telégrafo, teléfono; -metro: cronómetro, perímetro, termómetro) • Other affixes and roots as found in text in multi-content areas. <p>Affixes: a word part (morpheme) that is attached to the beginning or end of a word</p> <p>Academic words according to grade level: academic language used in a school setting to learn about a content area taught in a formal schooling context (e.g., instruction, biography, and textbooks.)</p>
4.2B	<p>Use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words.</p> <p><i>Readiness Standard</i></p>	<p>Use</p> <p>CONTEXT OF THE SENTENCE TO DETERMINE THE MEANING OF UNFAMILIAR WORDS OR MULTIPLE-MEANING WORDS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Identify and use relationships among surrounding words, phrases, sentences, and paragraphs • Distinguish words as multiple meaning and/or homograph • Use in-sentence examples • Use definition in the sentence <p>Multiple meaning word: a word that has more than one meaning (e.g., llave)</p> <p>Homograph: a word that is spelled the same as another word, but that has a different meaning, e.g., <i>bota</i> (noun) and <i>bota</i> (verb)</p>
4.2D	<p>Identify the meaning of common idioms.</p>	<p>Identify</p> <p>THE MEANING OF COMMON IDIOMS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Idioms – a phrase or expression that means something different from what the words actually say (literal meaning) <p>Common word idioms:</p> <ul style="list-style-type: none"> • El muchacho metió la pata. (El muchacho cometió un error) • Lo escribió al pie de la letra. (Lo escribió exactamente o correctamente.)

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4.2E	Use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words. <i>Readiness Standard</i>	Use A DICTIONARY OR GLOSSARY TO DETERMINE THE MEANINGS, SYLLABICATION, AND PRONUNCIATION OF UNKNOWN WORDS Including, but not limited to: <ul style="list-style-type: none"> • Use guide words • Use the dictionary key • Use phonetic spelling to pronounce a word Syllabication: forming or dividing words into syllables Pronunciation: the manner in which someone utters a word Word meaning: identify single and multiple meanings
4.Fig19	<i>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. The student is expected to:</i>	
4.Fig19A	Establish purposes for reading selected texts based upon own and others' desired outcome to enhance comprehension.	Establish PURPOSE FOR READING SELECTED TEXT BASED UPON OWN AND OTHERS' DESIRED OUTCOME TO ENHANCE COMPREHENSION Including, but not limited to: <ul style="list-style-type: none"> • To be informed • To understand • To interpret • To solve problems • To be entertained • To provide enjoyment Purpose: the intended goal of a piece of writing; the reason a person writes
4.Fig19B	Ask literal, interpretive, and evaluative questions of text.	Ask LITERAL, INTERPRETIVE, AND EVALUATIVE QUESTIONS Including, but not limited to: <ul style="list-style-type: none"> • Ask questions before, during, and after reading

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		<p>Literal question: knowledge level, fact-based question (e g., who, what, when, where, why, and how questions), questions asked for clarification</p> <p>Interpretive question: (e g., What does this mean?)</p> <p>Evaluative question: (e g., Do you agree or disagree? What is your feeling or opinion about this?)</p>
4.Fig19C	<p>Monitor and adjust comprehension (e g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions).</p>	<p>Monitor, Adjust</p> <p>COMPREHENSION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Use background knowledge • Create sensory images (images created by using the five senses- sight, smell, sound, touch, taste) • Re-read a portion aloud • Use contextual clues (See 4.2B) • Generate literal, evaluative, and interpretive questions (See 4.FIG19B) • Ask for help
4.Fig19D	<p>Make inferences about text and use textual evidence to support understanding.</p> <p><i>Readiness Standard</i> (Fiction, Expository)</p> <p><i>Supporting Standard</i> (Poetry, Literary Nonfiction)</p>	<p>Make</p> <p>INFERENCES ABOUT TEXT AND USE TEXTUAL EVIDENCE TO SUPPORT UNDERSTANDING</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Title • Cover • Illustrations • Plot • Facts/details • Background knowledge/ experience <p>Inference: connecting bits of information to make a logical guess. Readers make inferences by drawing conclusions, and making predictions.</p> <p>Draw Conclusions: a form of inference in which the reader gathers information, considers the general thoughts or ideas that emerge from the information, and comes to a decision. The conclusion is generally based on more than one piece of information.</p> <p>Plot: the basic sequence of events in a story. The plot includes the problem and solution.</p> <p>Textual evidence: specific details or facts found in the text that support what is inferred</p>

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4.Fig19E	<p>Summarize information in text, maintaining meaning and logical order.</p> <p><i>Readiness Standard</i> (Fiction, Expository)</p> <p><i>Supporting Standard</i> (Poetry, Literary Nonfiction)</p>	<p>Summarize</p> <p>INFORMATION IN TEXT, MAINTAINING MEANING AND LOGICAL ORDER</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Brief, coherent sentences that communicate the key information (short paragraph) in logical order • A main idea (the central meaning) • Main character(s) in fiction • Details that come from the beginning, middle, and end • Importance of the author's interpretation and emphasis • Importance of the author's words <p>Summarize: to reduce large sections of text to their essential points and main idea. Note: It is still important to attribute summarized ideas to the original source.</p>
4.Fig 19F	<p>Make connections (e g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.</p> <p><i>Readiness Standard</i></p>	<p>Make</p> <p>CONNECTIONS BETWEEN LITERARY AND INFORMATIONAL TEXTS WITH SIMILAR IDEAS AND PROVIDE TEXTUAL EVIDENCE</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Thematic links • Author analysis • Own experiences (things done or seen) • Ideas in other text-concepts that connect texts • Larger community - a group of people who have the same interest or live in the same area <p>Various genres include, but are not limited to:</p> <ul style="list-style-type: none"> • Fiction • Nonfiction • Poetry • Drama • Expository • Persuasive • Procedural <p>Thematic links - similar central ideas or messages</p> <p>Author analysis - a process that connects the author's logical relationship to the text he/she wrote (e g., perspective, purpose)</p> <p>Textual evidence - specific details or facts found in the text that support what is inferred</p>

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4.3	<i>Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</i>	
4.3A	Summarize and explain the lesson or message of a work of fiction as its theme. <i>Supporting Standard</i>	<p>Summarize, Explain</p> <p>THE LESSON OR MESSAGE OF A WORK OF FICTION AS ITS THEME</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Interpret the same meaning as the author's message <p>Works of fiction include, but are not limited to:</p> <ul style="list-style-type: none"> • Fables • Legends • Myths • Historical fiction • Realistic fiction <p>Summarize: to reduce large sections of text to their essential points and main idea. Note: It is still important to attribute summarized ideas to the original source.</p> <p>Theme: the central or universal idea of a piece of fiction or the main idea of a nonfiction essay</p> <p>Note: Themes are ideas or concepts that connect the author to the reader and relate to morals, values, and/or ideas.</p> <p>Example of theme:</p> <ul style="list-style-type: none"> • Good friends are important
4.3B	Compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature. <i>Supporting Standard</i>	<p>Compare, Contrast</p> <p>THE ADVENTURES OR EXPLOITS OF CHARACTERS (e.g., THE TRICKSTER) IN TRADITIONAL AND CLASSICAL LITERATURE</p> <p>Traditional literature: stories that were originally oral and later became written text</p> <p>Classical literature: literature that is widely acknowledged for its outstanding and enduring qualities</p>
4.4	<i>Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to:</i>	

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4.4A	<p>Explain how the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) relate to the form (e.g., lyrical poetry, free verse).</p> <p><i>Supporting Standard</i></p>	<p>Explain</p> <p>HOW THE STRUCTURAL ELEMENTS OF POETRY RELATE TO THE FORM</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Rhyme: two words or lines that end in the same sound (rhythmic patterns that emphasize sound) • Meter: the basic rhythmic structure in verse, made up of stressed and unstressed syllables. The movement of words in the poem. Meter the number and patterns of syllables. It has a definite organization with certain lines containing a certain number of pronounced beats. • Stanza: division of a poem composed of two or more lines characterized by meter, rhyme, and number of lines (i.e., couplet: a 2 line stanza; triplet: a 3 line stanza; quatrain: a 4 line stanza; quintet: a 5 line stanza; sestet: a 6 line stanza) • Line breaks: the intentional end of a line of poetry <p>Poetry forms include, but are not limited to:</p> <ul style="list-style-type: none"> • Narrative poetry • Lyrical poetry • Humorous poetry • Free verse
4.6	<p><i>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:</i></p>	
4.6A	<p>Sequence and summarize the plot's main events and explain their influence on future events.</p> <p><i>Readiness Standard</i></p>	<p>Sequence, Summarize</p> <p>THE PLOT'S MAIN EVENTS</p> <p>Explain</p> <p>THEIR INFLUENCE ON FUTURE EVENTS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Predict future outcomes and actions <p>Plot: the basic sequence of events in a story (includes problem and solution)</p> <p>Summarize: to reduce large sections of text to their essential points and main ideas</p> <p>Note: It is still important to attribute summarized ideas to the original source.</p>