CATHOLIC SCHOOLS
— ARCHDIOCESE OF SAN ANTONIO —

Teacher Learning Report: Grade 4
Reading

Word Study

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking

4.2   Beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.

4.3   Vocabulary. The student uses newly acquired vocabulary expressively

Application	Instructional Focus		Unit	CHECKPOINT		
				1	2	3
	Beginning Reading and Writing					
4.2 demonstrate and apply phonetic knowledge while reading and spelling	4.2(A) (i)	decoding words with specific orthographic patterns and rules, including regular and irregular plurals				
	4.2(A) (ii)	decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables				
	4.2(A) (iii)	decoding words using advanced knowledge of syllable division patterns such as VV				
	4.2(A) (iv)	decoding words using knowledge of prefixes				
	4.2(A) (v)	decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants				
	4.2(A) (vi)	identifying and reading high-frequency words from a research-based list				

Application	Instructional Focus		Unit	CHECKPOINT		
				1	2	3
	Vocabulary					
4.3 use skills to support strategies for determining the meaning of unknown words while reading	4.3(A)*	use print or digital resources to determine meaning, syllabication, and pronunciation				
	4.3(B)*	use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words		Data included in "Tools to Know: Reading Process"		
	4.3(C)*	determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter				
	4.3(D)	identify, use, and explain the meaning of homophones such as reign/rain				

Shared Reading

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking

4.3   Vocabulary. The student uses newly acquired vocabulary expressively.

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4.4	**Fluency.** The student reads grade-level text with fluency and comprehension.

Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts

4.6	**Comprehension.** The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.

Application	Instructional Focus		Unit	CHECKPOINT		
				1	2	3
	Tools to Know: Reading Process ⊗					
4.3 use skills to support strategies for determining the meaning of unknown words while reading	4.3(B)*	use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words				
	4.4(A)	use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text				
4.4 read grade-level text with fluency and comprehension; determine meaning of words	4.6(A)	establish purpose for reading assigned and self-selected texts				
	4.6(B)	generate questions about text before, during, and after reading to deepen understanding and gain information				
	4.6(C)	make and correct or confirm predictions using text features, characteristics of genre, and structures				
4.6 use the reading process to develop and deepen comprehension of increasingly complex texts	4.6(D)	create mental images to deepen understanding				
	4.6(I)	monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions, and annotating when understanding breaks down				

Application	Instructional Focus		Unit	CHECKPOINT		
				1	2	3
	Tools to Know: Comprehension ⊗					
4.6 use the reading process to develop and deepen comprehension of increasingly complex texts	4.6(E)*	make connections to personal experiences, ideas in other texts, and society				
	4.6(F)*	make inferences and use evidence to support understanding				
	4.6(G)	evaluate details read to determine key ideas				
	4.6(H)	synthesize information to create new understanding				

Shared Reading (continued)

Teacher Learning Report: Grade 4
Reading

Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts

4.8 **Literary elements.** The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.

4.9 **Genres.** The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.

4.10 **Author's purpose.**

Application	Instructional Focus		Unit	CHECKPOINT		
				1	2	3
	Ways to Show: Thinking about the Meaning					
4.8/4.9/4.10 **comprehend** the author's purpose and meaning in increasingly complex texts and in multiple genres; **analyze** the relationships among literary elements and structures and how they contribute to the overall meaning	**Genre Characteristics**					
	4.9(A)	demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales *(Fiction)*				
	4.9(B)	explain figurative language such as simile, metaphor, and personification that the poet uses to create images *(Poetry)*				
	4.9(C)*	explain structure in drama such as character tags, acts, scenes, and stage directions *(Drama)*				
	4.9(D)^	recognize characteristics and structures of informational text				
	4.9(D) (ii)*	[recognize characteristics and structures of informational text, including] features such as pronunciation guides and diagrams to support understanding *(Informational)*				
	4.9(E)	recognize characteristics and structures of argumentative text *(Argumentative)*				
	4.9(F)	recognize characteristics of multimodal and digital texts *(Multimodal/Digital)*				
	Overall Meaning					
	4.8(A)*	infer basic themes supported by text evidence				
	4.9(D) (i)*	[recognize characteristics and structures of informational text, including] the central idea with supporting evidence				
	4.9(E) (i)	[recognize characteristics and structures of argumentative text by] identifying the claim				
	4.9(E) (iii)	[recognize characteristics and structures of argumentative text by] identifying the intended audience or reader				
	4.10(A)*	explain the author's purpose and message within a text				
	Analysis for Deeper Meaning					
	4.8(B)*	explain the interactions of the characters and the changes they undergo				
	4.8(C)*	analyze plot elements, including the rising action, climax, falling action, and resolution				
	4.8(D)	analyze the influence of the setting, including historical and cultural				

			Unit	CHECKPOINT 1	2	3
		settings, on the plot				
	4.9(D) (iii)*	[recognize characteristics and structures of informational text, including] organizational patterns such as compare and contrast				
	4.9(E) (ii)	[recognize characteristics and structures of argumentative text by] explaining how the author has used facts for an argument				

^ placeholder for state assessment data reporting - includes all romanettes

Shared Reading (continued)

4.10 **Author's purpose and craft.** The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.

Application	Instructional Focus		Unit	CHECKPOINT 1	2	3
	Author's Craft: Thinking about the Writing					
	Point of View					
	4.10(E)*	identify and understand the use of literary devices, including first- or third-person point of view				
4.10 **analyze** the authors' choices and how they influence meaning; **apply** author's craft purposefully in writing and speaking	**Structure**					
	4.10(B)*	explain how the use of text structure contributes to the author's purpose				
	4.10(C)*	analyze the author's use of print and graphic features to achieve specific purposes				
	Language					
	4.10(D)*	describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes				
	4.10(F)	discuss how the author's use of language contributes to voice				
	4.10(G)	identify and explain the use of anecdote				

Responding to Text (applied to Shared Reading)

4.7 **Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.

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Reading

Application		Instructional Focus	Unit	CHECKPOINT		
				1	2	3
		Ways to Show (Response Skills)				
4.7 respond to an increasingly challenging variety of sources that are read, heard, or viewed	4.7(A)	describe personal connections to a variety of sources, including self-selected texts				
	4.7(B)	write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources				
	4.7(C)*	use text evidence to support an appropriate response				
	4.7(D)*	retell, paraphrase, or summarize texts in ways that maintain meaning and logical order				
	4.7(E)	interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating				
	4.7(F)	respond using newly acquired vocabulary as appropriate				
	4.7(G)	discuss specific ideas in the text that are important to the meaning				

Composition		Unit	CHECKPOINT	
			1	3
Composition: listening, speaking, reading, writing, and thinking using multiple texts **4.11** **Writing process.** The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. **4.12** **Genres.** The student uses genre characteristics and craft to compose multiple texts that are meaningful.				

Aggregate data for Composition includes a summary of scores rated **Above Basic**

Above Basic is calculated by adding percentages of all Composition Scores of 5, 6, 7, and 8 in the table below

Application	Composition Score	Composition Score Description	Unit	CHECKPOINT		
				1	2	3
4.12(B)* compose **informational texts**, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft	2	Very limited performance				
	3	Between very limited and basic performance				
	4	Basic performance				
	5	Between basic and satisfactory performance				
	6	Satisfactory performance				
	7	Between satisfactory and accomplished performance				
	8	Accomplished performance				
Tools to Know (Writing Process) ⊗						
4.11(B) develop drafts into a focused, structured, and coherent piece of writing by: (i)* organizing with purposeful structure, including an introduction, transitions, and a conclusion (ii)* developing an engaging idea with relevant details			**Included in scoring rubric to determine score code**			
4.11(C)* revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity						
4.11(D)* edit drafts using standard English conventions						

Revision		Unit	CHECKPOINT	
			1	3
Composition: listening, speaking, reading, writing, and thinking using multiple texts **4.11** **Writing process.** The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. **4.12** **Genres.** The student uses genre characteristics and craft to compose multiple texts that are meaningful.				

Application	Tools to Know (Writing Process) ⊗		Unit	CHECKPOINT		
				1	2	3
4.12(A) compose **literary texts** such as personal narratives and poetry using genre characteristics and craft	4.11(B)^	develop drafts into a focused, structured, and coherent piece of writing				
	4.11(B) (i)*	[develop drafts into a focused, structured, and coherent piece				

4.12(B)* compose **informational texts**, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft		of writing by] organizing with purposeful structure, including an introduction, transitions, and a conclusion			
4.12(C) compose **argumentative texts**, including opinion essays, using genre characteristics and craft	4.11(B) (ii)*	[develop drafts into a focused, structured, and coherent piece of writing by] developing an engaging idea with relevant details			
4.12(D) compose **correspondence** that requests information	4.11(C)*	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity			

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Editing	Unit	CHECKPOINT	
		1	3
Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking **4.2 Beginning reading and writing.** The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. Composition: listening, speaking, reading, writing, and thinking using multiple texts **4.11 Writing process.** The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. **4.12 Genres.** The student uses genre characteristics and craft to compose multiple texts that are meaningful.			

Application	Instructional Focus: Encoding (Writing)		Unit	CHECKPOINT		
				1	2	3
4.2 demonstrate and apply phonetic knowledge while reading and spelling	4.2(B)^	demonstrate and apply spelling knowledge				
	4.2(B) (i)*	[demonstrate and apply spelling knowledge by:] spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables				
	4.2(B) (ii)*	spelling homophones				
	4.2(B) (iii)*	spelling multisyllabic words with multiple sound-spelling patterns				
	4.2(B) (iv)*	spelling words using advanced knowledge of syllable division patterns				
	4.2(B) (v)*	spelling words using knowledge of prefixes				
	4.2(B) (vi)*	spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants				

Application	Tools to Know (Writing Process) ⊗		Unit	CHECKPOINT		
				1	2	3
4.12(A) compose **literary texts** such as personal narratives and poetry using genre characteristics and craft 4.12(B)* compose **informational texts**, including brief	4.11(B) (i)*	[develop drafts … by] organizing with purposeful structure, including an introduction, transitions, and a conclusion		**Data included in "Revision"**		
	4.11(D)^	edit drafts using standard English conventions				
	4.11(D) (i)*	[edit drafts using standard English conventions, including] complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments				
	4.11(D) (ii)*	[edit drafts using standard English conventions, including] past tense of irregular verbs				

	compositions that convey information about a topic, using a clear central idea and genre characteristics and craft	4.11(D) (iii)*	[edit drafts using standard English conventions, including] singular, plural, common, and proper nouns			
		4.11(D) (iv)*	[edit drafts using standard English conventions, including] adjectives, including their comparative and superlative forms			
		4.11(D) (v)*	[edit drafts using standard English conventions, including] adverbs that convey frequency and adverbs that convey degree			
4.12(C)	compose **argumentative texts**, including opinion essays, using genre characteristics and craft	4.11(D) (vi)*	[edit drafts using standard English conventions, including] prepositions and prepositional phrases			
		4.11(D) (vii)*	[edit drafts using standard English conventions, including] pronouns, including reflexive			
		4.11(D) (viii)*	[edit drafts using standard English conventions, including] coordinating conjunctions to form compound subjects, predicates, and sentences			
4.12(D)	compose **correspondence** that requests information	4.11(D) (ix)*	[edit drafts using standard English conventions, including] capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities			

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Handwriting

- [Hold a pencil correctly](#)
- Form legible letters and numerals using cursive writing.
  - a. Write words, using proper joinings, legibly in cursive.
  - b. Legibly write sentences and paragraphs in cursive with proper spacing.

Social Studies Connections
Integrating Social Studies with Reading and Writing

Research Project

Spring: Complete the research project through independent research and an independent writing product.

-Students will identify a question on a given topic from Social Studies. Questions can be different for each student.

-Students will gather research to answer their research question using print, digital and primary sources

-Students will synthesize the information and formulate 4 paragraphs (6-8) sentences each) to share the information.

Religion Connections
Integrating Catholic Identity with Reading and Writing

Virtues in Practice

Journal entries relating to saints of the month.

Writing prompts in relation to the virtues for the month.

Oral language skills through presentations and discussion.

Synthesizing information as students make connections to their daily life, other characters they meet in literature, and members of their school/parish community.

Research Project

Fall: Complete the research project through independent research and an independent writing product.

-Students will identify a question on a given topic from the religion standards. Students may have different questions/topics.

example: How can I engage in promoting responsible stewardship of God's creation?

example: Research an organization that serves the needs of the poor.
-Students will work collaboratively to gather research to answer their research question or address the topic using print, digital and primary sources
-Students will synthesize the information and formulate 4 paragraphs (6-8 sentences each) to share the information

Oral Language
- Create an oral presentation on the Beatitudes