



## FISD Fourth Grade Spelling Learning Progression

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: I can demonstrate and apply phonetic knowledge to spell words.
Extension			I can: <ul style="list-style-type: none"> <li>● Create an online game that matches a specific skill</li> <li>● Create a picture book to define homophone differences</li> <li>● Write a poem using prefixes</li> </ul>
3.0 ★	4NW	4.2Bi 4.2Bii 4.2Bv 4.2Bvi 4.11Dxi	I can: <ul style="list-style-type: none"> <li>● Use skills learned throughout the year to accurately spell multisyllabic words in authentic writing context</li> <li>● Spell and/or edit writing for high frequency words</li> </ul>
2.5		4.2Bii	I can: <ul style="list-style-type: none"> <li>● Spell a variety of common homophones accurately</li> <li>● Determine the correct spelling of a homophone based on the meaning of the sentence</li> </ul>
2.0	3NW	4.2Bi 4.2Bv 4.2Bvi	I can: <ul style="list-style-type: none"> <li>● Spell multisyllabic words with r-controlled and final stable syllables</li> <li>● Spell by changing <i>y</i> to <i>i</i> and adding a suffix</li> <li>● Demonstrate understanding of the meaning of a word when a prefix is added</li> </ul>
1.5	2NW	4.2Bi 4.2Bv 4.2Bvi	I can: <ul style="list-style-type: none"> <li>● Spell multisyllabic words with VCe and vowel team syllables (including digraphs and diphthongs)</li> <li>● Spell by dropping the <i>e</i> and adding a suffix</li> <li>● Explain the meaning of common prefixes</li> </ul>
1.0	1NW	4.2Bi 4.2Bvi	I can: <ul style="list-style-type: none"> <li>● Spell multisyllabic words with closed and open syllables</li> <li>● Spell suffixes by doubling the consonant</li> </ul>
0.5			Prerequisite Skills:  Partial understanding of the 1.0 content



## FISD Fourth Grade Literary Learning Progression

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: I can comprehend and respond to grade level literary texts.
Extension			I can: <ul style="list-style-type: none"> <li>● Develop questions about a shared text to use in a book club or for an interactive read aloud</li> <li>● Create and perform a play based off of a literary text</li> <li>● Change one character trait of a main character to the opposite trait and summarize how that would influence the plot</li> </ul>
3.0 ★	4NW	4.6 A-I 4.7B-D	I can read multiple grade level texts independently in order to: <ul style="list-style-type: none"> <li>● Summarize a text in ways that maintain meaning and logical order while using text evidence</li> <li>● Write a response comparing and contrasting ideas across different sources and/or genres using text evidence</li> </ul>
2.5			Partial understanding of the 3.0 content
2.0	3NW	4.6 A-I 4.8A-C 4.10A	I can read multiple grade level texts independently in order to: <ul style="list-style-type: none"> <li>● Infer and explain the author's message using text evidence</li> <li>● Explain how the characters' interactions are related to the changes the character goes through throughout the events in the text.</li> </ul>
1.5	2NW	4.6 A-I 4.7C 4.8B 4.10D	I can read multiple grade level texts independently in order to: <ul style="list-style-type: none"> <li>● Identify and discuss a variety of genre-specific craft elements</li> <li>● Write a response explaining how the author's use of language and word choice contributes to author's purpose using text evidence</li> </ul>
1.0	1NW	4.6 A-I 4.7C 4.8A-C	I can listen to grade level texts read aloud or read multiple texts in order to: <ul style="list-style-type: none"> <li>● Identify and retell plot elements (rising action, climax, falling action, resolution) maintaining meaning and logical order</li> <li>● Identify the changes a character goes through and their interactions with other characters using text evidence</li> <li>● Write a response discussing a basic theme from the text using text evidence</li> </ul>
0.5			Prerequisite Skills:  Partial understanding of the 1.0 content

\*Progression is written with the implication that text level increases in complexity from grade level to grade level.



## FISD Fourth Grade Informational Learning Progression

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: I can comprehend and respond to grade level informational texts.
Extension			I can: <ul style="list-style-type: none"> <li>● Develop questions about a shared text to use in a book club or for an interactive read aloud</li> <li>● Rewrite an informational text as a different text structure or organizational pattern</li> <li>● Create new print and graphic features for an informational text</li> </ul>
3.0 ☆	4NW	4.6A-I 4.7B-D 4.10B-C	I can read multiple grade level texts independently in order to: <ul style="list-style-type: none"> <li>● Write a summary using the central idea and supporting evidence maintaining meaning and logical order</li> <li>● Explain how the use of an organizational pattern as a text structure contributes to the author's purpose</li> <li>● Write a response comparing and contrasting ideas across different sources using text evidence</li> </ul>
2.5			Partial understanding of the 3.0 content
2.0	3NW	4.6A-I 4.7D 4.10B-C	I can read multiple grade level texts independently in order to: <ul style="list-style-type: none"> <li>● Analyze how the author's use of print and graphic features achieves specific purposes</li> <li>● Write a response identifying similarities and/or differences between two different texts read using text evidence</li> </ul>
1.5	2NW	4.6A-I 4.9Di-Diii 4.10B-C	I can read multiple grade level texts independently in order to: <ul style="list-style-type: none"> <li>● Describe information gained from a variety of print and graphic features (including pronunciation guides and diagrams)</li> <li>● Identify facts, details, or examples that support the central idea</li> <li>● Identify organizational patterns (including compare and contrast)</li> </ul>
1.0	1NW	4.6A-I 4.7B-C 4.9Di 4.10A	I can listen to grade level texts read aloud or read multiple texts in order to: <ul style="list-style-type: none"> <li>● Identify the central idea and understand the connection to author's message</li> <li>● Write a response identifying the author's purpose with text evidence</li> </ul>
0.5			Prerequisite Skills:  Partial understanding of the 1.0 content

\*Progression is written with the implication that text level increases in complexity from grade level to grade level.



## **FISD Fourth Grade Composition Learning Progression**

<b>Yearly Target</b>	<b>Nine Weeks Target</b>	<b>TEKS</b>	<b>Priority Topic: I can write to communicate ideas across genres.</b>
Extension			I can: <ul style="list-style-type: none"> <li>Adapt a fully developed piece of writing from one genre to another</li> </ul>
3.0 ★	4NW	4.12 4.11A 4.11Bi 4.11C	I can: <ul style="list-style-type: none"> <li>Plan a first draft by thinking of the topic, purpose, and audience using varying strategies</li> <li>Develop an organized draft with a purposeful structure</li> <li>Revise drafts to improve sentence structure where necessary</li> </ul>
2.5		4.12 4.11A 4.11Bii 4.11C	I can: <ul style="list-style-type: none"> <li>Develop an organized draft in paragraph form with elaboration and craft</li> <li>Revise drafts to improve reader engagement through word choice and voice</li> </ul>
2.0	3NW	4.12 4.11A 4.11Bi 4.11C	I can: <ul style="list-style-type: none"> <li>Use a variety of strategies to plan a draft that shows understanding of genre characteristics with increased volume</li> <li>Use writer's craft, language, and word choice to develop a draft that supports the purpose of the writing piece</li> <li>Apply revision strategies by combining and/or rearranging sentences, thoughts, or ideas where necessary</li> </ul>
1.5	2NW	4.12 4.11A 4.11Bi 4.11C	I can: <ul style="list-style-type: none"> <li>Generate ideas and notebook entries that show understanding of genre characteristics with increased volume</li> <li>Develop an organized draft in paragraph form to include transitions and organization</li> <li>Apply revision strategies by adding and/or deleting sentences, thoughts, or ideas where necessary</li> </ul>
1.0	1NW	4.12 4.11A 4.11Bi	I can: <ul style="list-style-type: none"> <li>Generate ideas and notebook entries that show understanding of genre characteristics</li> <li>Make a plan for a draft that shows understanding of genre characteristics</li> <li>Develop an organized draft to include an introduction and conclusion</li> </ul>
0.5			Prerequisite Skills:  Or partial understanding of the 1.0 content



## **FISD Fourth Grade Conventions Learning Progression**

<b>Yearly Target</b>	<b>Nine Weeks Target</b>	<b>TEKS</b>	<b>Priority Topic: I can apply writing conventions.</b>
Extension			I can: <ul style="list-style-type: none"> <li>● Rewrite a mentor sentence as a different sentence type</li> <li>● Research other sentence, conjunction, and preposition types. Create a presentation of my findings and teach to others</li> <li>● Write a song that teaches one of the convention rules learned</li> </ul>
3.0 ★	4NW	4.11Di-Dx 4.11Dii 4.11Diii 4.11Dvi 4.11Dviii 4.11Dx	I can: <ul style="list-style-type: none"> <li>● Edit sentences using a variety of fourth grade conventions</li> <li>● Compose simple and compound sentences avoiding splices, run-ons, and fragments</li> </ul>
2.5		4.11Dii 4.11Dvi 4.11Dviii	I can: <ul style="list-style-type: none"> <li>● Edit verbs in their past tense form including common irregular verbs</li> <li>● Compare and contrast sentences to identify different types of prepositional phrases to clarify when and where</li> <li>● Edit compound sentences to include the correct coordinating conjunction</li> </ul>
2.0	3NW	4.11Di 4.11Dvi 4.11Dx	I can: <ul style="list-style-type: none"> <li>● Identify the difference between complete sentences and splices, run-ons, and/or fragments</li> <li>● Identify prepositional phrases in a mentor sentence or sentences</li> <li>● Edit sentences for punctuation (such as apostrophes, quotations, commas in a series and compound sentences)</li> </ul>
1.5	2NW	4.11Diii 4.11Dix	I can: <ul style="list-style-type: none"> <li>● Compare or contrast two or more mentor sentences</li> <li>● Compose sentences with correct usage of nouns and capitalization (titles of books, historical periods, languages, races, nationalities)</li> </ul>
1.0	1NW	4.11Dii 4.11Diii 4.11Dviii	I can: <ul style="list-style-type: none"> <li>● Edit sentences for appropriate use of nouns (singular, plural, common, proper) to ensure subject-verb agreement</li> <li>● Identify common irregular verbs in their past tense form</li> <li>● Identify coordinating conjunctions in a mentor sentences or sentences</li> </ul>
0.5			Prerequisite Skills:  Partial understanding of the 1.0 content