<table>
<thead>
<tr>
<th>Subject: English</th>
<th>Calendar: August - September</th>
<th>Timeframe: 3 weeks</th>
<th>Level/Grade: 4</th>
</tr>
</thead>
</table>

### Unit Objectives:

Unit: Introduction to Writer’s Workshop

After this unit, the learner will:

- Generate ideas for writing.
- Generate rough drafts.
- Write daily in writing notebook.
- Read aloud his/her writing pieces for questions/comments from peers.
- Generate questions and comments for peers’ writing.
- Organize writing ideas into plans such as brainstorming lists and graphic organizers.
- Develop an identifiable voice in his/her writing.
- Recognize books as models to follow for his/her own writing.
- Follow rules and procedures for writing time.
- Select a rough draft to revise, edit, and publish.

#### Lessons:

1. Organize writing notebook into 5 sections: basic information, revising, editing, unfinished drafts, and final copies.
2. Go over rules/procedures for writing workshop.
3. Brainstorm class chart: Why do we write? (establish purposes for writing)
4. Prewriting activities to generate writing ideas such as reading/writing connections, trigger words, and writing ideas sheet
5. Daily independent writing time (teacher circulates and conferences individually during this time.)
6. Share time: Peers generate questions/comments to help begin the revising/editing process.

### Activity Type:

daily independent writing, teacher and peer conferencing, share writing with peers, peer revising and editing.

### TEKS:


### Materials:

writing notebooks, dividers, and trade books

### SE Modifications:

TLW work in a small-group setting or one-on-one as needed.

### Resources:

Trade books, teacher-created materials

### TA TEKS:

1A, 2A, 2B, 2C, 2D, 2E, 3A, 11A, 11B

### Evaluation Methods:

Benchmark tests, Writing TAKS test, students’ writing pieces, teacher-created rubrics
<table>
<thead>
<tr>
<th>Subject: English</th>
<th>Calendar: September</th>
<th>Timeframe: 1 week</th>
<th>Level/Grade: 4</th>
</tr>
</thead>
</table>

**Unit Objectives:**

Unit: Nouns

Objective: At the end of this unit, the learner will:
- Identify nouns in sentences.
- Locate nouns in their reading books.
- Distinguish between singular and plural nouns.
- Distinguish between common and proper nouns.

**Lessons:**

1. Class discussion and brainstorm of nouns. Categorize into 3 categories: person, place, and thing. Define a noun as being a word that labels a person, place, or thing.
2. List several nouns on Smart Board, including both common and proper nouns. Discuss why some are capitalized and why some are not. Define common and proper nouns. Have students write 5 common nouns and 5 proper nouns.
3. Have students find 10 nouns from their AR books and list them.

**Activity Type:** See above.

**TEKS:**

4.18D, 4.19A, 4.19B, 4.19C, 4.19G, 4.19I, 4.20A, 4.20C, 4.20D, 4.20E, 4.22A

**Materials:** Writing notebooks, teacher-created materials, trade books, Practice and Learn workbook.

**SE Modifications:** Work in a small-group setting or one-on-one as needed.

**Resources:** teacher-created materials, trade books, Practice and Learn workbook.

**TA TEKS:** 1A, 2A, 2B, 2C, 2D, 2E, 3A, 11A, 11B
GT Modifications: Apply higher-level vocabulary to writing pieces. TLW be expected to demonstrate a more complex vocabulary.

Evaluation Methods: Benchmark tests, TAKS writing test, student writing pieces.

<table>
<thead>
<tr>
<th>Subject: English</th>
<th>Calendar: September</th>
<th>Timeframe: 1 week</th>
<th>Level/Grade: 4</th>
</tr>
</thead>
</table>

Unit Objectives:

Unit: Adjectives

Unit objectives: At the end of this unit, the learner will:

- Identify adjectives as being words that describe nouns by telling which one, what kind, or how many.
- Add adjectives to his/her writing to improve development of ideas.
- Locate adjectives in his/her AR book.
- Use strong adjectives to replace overused ones in his/her writing. For example, “glorious day” instead of “pretty day,” “delicious, cheesy pizza” instead of “good pizza.”
- Identify models of effective descriptive words in books.

Lessons:

1. Brainstorm examples of adjectives. (This should be a review from 3rd grade.)
2. Have students find adjectives in their AR books and share. Discuss strong versus weak adjectives.
3. Overhead pages: Adjective + noun, Adjectives (Gayle Fuller), and teacher-created materials.
4. Art activity: Have students select a noun from one bag and an adjective from another, then draw a picture. End results should be funny pictures which demonstrate that adjectives describe nouns: such as bumpy teacher, purple elephant, prickly house.
5. Practice adding adjectives to writing as a whole group, cooperative groups, and independently. Be sure to watch out for overusing adjectives so that students do not put a long string of adjectives in front of everything. For example, “snow-white, fluffy cat” is better than “small, cute, white, fluffy, striped cat.”

Activity Type: See above.

TEKS:

4.18D, 4.19A, 4.19B, 4.19C, 4.19G, 4.19I, 4.20A, 4.20C, 4.20D, 4.20E, 4.22A

Materials: writing notebooks
### SE Modifications:
1. Work in a small-group setting or one-on-one as needed.
2. Use the terminology "describing words."

### Resources:
- Teacher-created materials
- Gayle Fuller Step Up to TAKS
- Trade books
- Internet sites (such as Funbrain.com)

### TA TEKS:
1A, 2A, 2B, 2C, 2D, 2E, 3A, 11A, 11B

### GT Modifications:
Evaluate and apply higher-level adjectives to writing pieces. TLW be expected to demonstrate a more complex vocabulary.

### Evaluation Methods:
- TAKS benchmark test
- TAKS writing test
- Teacher-created materials
- Students’ writing pieces

---

<table>
<thead>
<tr>
<th>Subject: English</th>
<th>Calendar: September</th>
<th>Timeframe: 2 weeks</th>
<th>Level/Grade: 4</th>
</tr>
</thead>
</table>

### Unit Objectives:

**Unit: Verbs**

Objectives: At the end of this unit, the learner will:
- Identify verbs in sentences.
- Identify verbs in his/her AR books.
- Distinguish between strong verbs and weak verbs, such as devour (strong) and eat (weak), whisper (strong) and say/said (weak).
- Revise rough drafts of writing pieces by changing weak verbs to strong ones.
- Locate examples of strong verbs in books as models for his/her own writing.

### Lessons:
1. Brainstorm verbs. Define as being a word that shows action. (This should be a quick review from previous grades.)
2. Read aloud excerpts from books and have students call out verbs they hear. Write them down and divide them into 2 categories, weak and strong.
3. Model how I would replace weak verbs with strong ones in my writing.
4. Pass out strong verbs pages to be added to the revising section of students’ writing notebooks.
5. Time-out verb substitution activity (Gayle Fuller). As a class, change weak verbs to strong ones in a given story.
6. Students work in cooperative groups to change weak verbs to strong ones. (Gayle Fuller)
7. Students select a rough draft from their notebooks and replace weak verbs with strong verbs.
Subject: English

Calendar: October  
Timeframe: 1 week  
Level/Grade: 4

Unit Objectives:

Unit: Adverbs

Objectives: At the end of this unit, the learner will:

- Use adverbs effectively in writing to improve development of ideas.
- Identify adverbs in sentences.
- Define what an adverb is.

Lessons:
1. Read aloud adverbs book by Ruth Heller. Discuss and define adverbs as being words that tell when, where, or how about a verb. (They are frequently -ly words.) Point out examples.
2. Activity pages (Smart Board/ large group and cooperative groups): Add adverbs to verbs and sentences to add elaboration and development of ideas.
3. Sentence stretching (Pathways Press)
4. Revise a writing piece by adding adverbs.
5. Students will find adverbs in their AR books.
| Activity Type: See above. | TEKS:  
4.18D, 4.19A, 4.19B, 4.19C, 4.19G, 4.19I, 4.20A, 4.20C, 4.20D, 4.20E, 4.22A |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials: teacher-created materials, writing notebooks, adverb pages</td>
<td></td>
</tr>
<tr>
<td>SE Modifications:</td>
<td>Resources: teacher-created materials, trade books, Gayle Fuller Step Up to TAKS workbook, Practice and Learn workbook</td>
</tr>
<tr>
<td>1. work in a small-group setting.</td>
<td>TATEKS: 1A, 2A, 2B, 2C, 2D, 2E, 3A, 11A, 11B</td>
</tr>
<tr>
<td>2. Use the terminology “-ly words.”</td>
<td></td>
</tr>
<tr>
<td>GT Modifications: Evaluate and apply appropriate adverbs to writing pieces.</td>
<td>Evaluation Methods: TAKS benchmark testing, TAKS writing test, teacher-created materials, students’ writing pieces.</td>
</tr>
</tbody>
</table>

**Subject:** English  
**Calendar:** October  
**Timeframe:** 2-3 weeks  
**Level/Grade:** 4
**Unit Objectives:**

Unit: Complete sentences

Objectives: At the end of this study, the learner will:
- Write in complete sentences.
- Identify and correct run-on sentences and sentence fragments.
- Identify the subject and verb in a sentence.
- Use capitalization and end punctuation correctly when writing sentences.

**Lessons:**

1. Show a simple sentence, such as “The boy ran.” Ask, “Who ran?” Practice this as a whole group, in cooperative groups, and independently with increasingly complex sentences to identify the simple subject of a sentence. Students should recognize that the simple subject is a noun or pronoun.
2. Activity pages (large group and cooperative groups.) Differentiate between a sentence fragment and a complete sentence.
3. In DOL, read aloud a run on sentence and listen for the natural stop which indicates the end of a sentence.
4. Read a book excerpt from a class book in which all periods have been removed so that the passage is one long run-on sentence. In a large group, cooperative groups, and independently, read aloud and listen to correct run-on sentences.
5. Edit sample writing pieces to correct run-on sentences.

**Activity Type:** See above.

**TEKS:**

4.16A, 4.16B, 4.18A, 4.18B, 4.18C, 4.18F, 4.18H, 4.19E, 4.19F, 4.19H, 4.19I, 4.20B, 4.20C, 4.20D, 4.20E, 4.22A

**Materials:** teacher-created materials, writing notebooks, sentence strips, whisper phones

**SE Modifications:** TLW
1. Work in a small-group setting.
2. Read writing aloud with a peer tutor or teacher.

**Resources:** Gayle Fuller, teacher-created materials, trade books, DOL, whisper phones

**Evaluation Methods:** TAKS writing benchmark tests, TAKS writing test, teacher-created materials, DOL tests, students’ writing pieces.

**GT Modifications:** Students will apply a variety of increasingly complex sentence structures in their writing.
### Unit Objectives:

**Unit:** Sentence Structure  

At the end of this unit, the learner will:

- Compose a writing piece with a variety of sentence structures.  
- Create new sentences by combining sentences using conjunctions.  
- Write sentences with a variety of initial words such as “when”, “while”, “as”, and “-ly” words (adverbs).

**Lessons:**

1. In a writing piece, have students mark all the first words of their sentences. Write down the first words and check for overused sentence beginnings. (Model this as a whole group before students do this independently.)
2. Start with “when” words. Have students look in their AR books for sentences that start with the word “when” and read examples aloud.
3. Give students “when” clauses and have them finish the sentences in cooperative groups and independently.
4. Have students add a “when” sentence to their writing. (Model this first.)
5. Repeat lessons 2-4 with other types of beginnings.
6. Write 2 short repetitive sentences on the Smart Board. Read them aloud and discuss how they sound repetitive. Demonstrate how they can be combined using a conjunction.
7. Have students practice combining sentences in cooperative groups and independently.

**Activity Type:** See above.  

**TEKS:**

4.16A, 4.16B, 4.18A, 4.18B, 4.18C, 4.18F, 4.18H, 4.19E, 4.19F, 4.19H, 4.19I, 4.20B, 4.20C, 4.20D, 4.20E, 4.22A

**Materials:**

- students’ writing notebooks, overhead, trade books

**SE Modifications:** TLW  

1. Work in a small-group setting.  
2. Read writing aloud with a peer tutor or teacher.

**Resources:** Trade books, DOL, teacher-created materials  

**TA TEKS:**

1A, 2A, 2B, 2C, 2D, 2E, 3A, 11A, 11B
**GT Modifications:** Students will apply a variety of increasingly complex sentence structures in their writing.

**Evaluation Methods:** Benchmark tests, TAKS writing test, students’ individual writing pieces

<table>
<thead>
<tr>
<th>Subject: English</th>
<th>Calendar: November</th>
<th>Timeframe: 2 weeks</th>
<th>Level/Grade: 4</th>
</tr>
</thead>
</table>

### Unit Objectives:

**Unit:** Development of Ideas

At the end of this unit, the learner will:

- Compose a writing piece in which ideas are developed in detail according to the TEA TAKS grading rubric.
- Revise a rough draft by finding areas of weak development and improving them by applying learned strategies.

### Lessons:

1. Read aloud examples of compositions which received 2’s, 3’s and 4’s on TAKS. Discuss the differences between them. Point out examples of weak and strong development. Weak development is basically listing ideas without telling anything else about them.
2. Using a score-2 writing piece as a model, demonstrate how weak areas of development can be improved, such as: giving an example, adding a descriptive detail (snapshot or thoughtshot), or adding more information.
3. Snapshots (from the book *After the End* by Barry Lane): share examples from books and from student writing samples of snapshots, which are very focused, detailed description, like a snapshot in writing. Practice writing snapshots as a whole class, in cooperative groups, and independently.
4. Thoughtshots (*After the End*): share examples from books and from sample student writing of how an author shows what a character is thinking or feeling. Practice writing thoughtshots as a whole group, in cooperative groups, and independently.
5. Have students revise weak areas in their writing so that there is greater development of ideas.

### Activity Type:

See above.

### TEKS:


### Materials:

*After the End* and *The Reviser’s Toolbox* by Barry Lane, teacher-created materials, student writing samples, Gayle Fuller workbook, trade books, writing notebooks.

### SE Modifications:

TLW work in a small-group setting or one-on-one as needed.

### Resources:

*After the End* and *The Reviser’s Toolbox* by Barry Lane, teacher-created materials, student writing samples, Gayle Fuller workbook, trade books, writing notebooks

### TA TEKS:

1A, 2A, 2B, 2C, 2D, 2E, 3A, 11A, 11B
**GT Modifications:** TLW compose drafts on a commended-performance level.

**Evaluation Methods:** Benchmark tests, TAKS writing test, teacher-created rubrics, students' writing pieces

<table>
<thead>
<tr>
<th>Subject: English</th>
<th>Calendar: November</th>
<th>Timeframe: 2-3 weeks</th>
<th>Level/Grade: 4</th>
</tr>
</thead>
</table>

**Unit Objectives:**

Unit: Show, Don’t Tell. (Describing Details)

Objectives: At the end of this study, the learner will:

- Effectively develop ideas in writing using showing details.
- Use showing details to portray feelings and emotions in his/her writing.

**Lessons:**

1. Read aloud excerpts from *Sarah, Plain and Tall*, *The Storm Book*, and *Charlotte’s Web* which are very strong examples of showing details. For example, in *Sarah…*, the author never says that Sarah loved the sheep, but she writes a beautiful paragraph, which shows it very clearly. Class discussion: Why did the author’s choose to stretch out what they were trying to say instead of just saying, for example, that Sarah loved the sheep. Pass out a handout to go in writing notebooks which shows these examples as a show v. tell T-chart.

2. Ask students how they would know if I was mad if I didn’t tell them. How would they be able to tell? Exit room and come back in acting very angry: speaking harshly, slamming door, angry look on my face, etc. (Students will know you are pretending.) As a group, rewrite the telling statement “Mrs. Bright was angry” into a showing paragraph. Add to writing notebooks.

3. In cooperative groups or partners, give students a telling statement and have them rewrite it as a showing paragraph. Some possible telling statements: The room was messy. The class behaved badly. It was a pretty day. The man was ugly. The storm was terrible. It was a spooky night. Have students share writing with the class.

4. Read aloud excerpts from books in which it is obvious how a character is feeling without the author stating that feeling.

5. As a class, fill out the feelings chart (overhead and handout in writing notebook) to be used as a resource for future writing pieces.

6. In partners, look for examples of showing details in their AR books, including showing feelings.

7. Revise a rough draft to add showing details.

**Activity Type:** See above.

**TEKS:**


**Materials:** teacher-created handouts, writing notebooks, trade books
### Subject: English

#### Calendar: December  
**Timeframe:** 2 weeks  
**Level/Grade:** 4

#### Unit Objectives:

**Unit:** Feelings

At the end of this unit, the learner will:
- Apply feelings to a writing piece to improve voice and development of ideas.

#### Lessons:

1. Share examples from several books of how an author shows how a character is feeling. (For example: tears in eyes = sadness, face red and burning = embarrassment)
2. Share examples from student writing pieces which show feelings.
3. Feelings chart (teacher created). Fill this chart out together as a whole group.
4. Model how to revise a writing piece by adding feelings.
5. Thoughtshots (*After the End* by Barry Lane)
6. Give students a variety of sentences to rewrite in cooperative groups, such as “I was mad,” “I was excited,” “I was happy,” and “I was sad.”
7. Students revise their own writing pieces by adding feeling details.
### Subject: English

<table>
<thead>
<tr>
<th>Calendar:</th>
<th>December-January</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeframe:</td>
<td>2 weeks</td>
</tr>
<tr>
<td>Level/Grade:</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Unit Objectives:

Unit: Leads (Beginnings)

Objectives: At the end of this study, the learner will:
- Identify different types of leads: action, description, thinking, dialogue, sound
- Compare different books in terms of what type of lead is used.
- Revise the lead of a rough draft to make it more effective.
- Use strong leads consistently in final drafts.

#### Lessons:

1. Read aloud several different leads from chapter books. Discuss what questions or thoughts come to our minds after reading just that lead. After reading several, categorize them into different types: action, description, thinking, dialogue, and sound.
2. Have students read aloud the lead from their AR books and discuss what types of leads they have.
3. In partners, have students change 4 boring leads into better leads. (Handout: Active Beginnings)
4. Model a piece of my writing in which I started out with a boring lead and experimented with different leads. Have students select a rough draft and experiment with the lead.
### Activity Type
See above.

### TEKS:

### Materials:
- teacher-created handouts,
- trade books, writing notebooks, TEA-released student writing samples.

### SE Modifications:
- TLW work in a small-group setting or one-on-one as needed.

### Resources:
- teacher-created materials,
- trade books, TEA-released student writing samples.

### TA TEKS:
- 1A, 2A, 2B, 2C, 2D, 2E, 3A, 11A, 11B

### GT Modifications:
- TLW apply more complex leads to his/her written compositions.

### Evaluation Methods:
- TAKS writing benchmark tests, TAKS writing test, teacher-created materials, students’ writing pieces.

---

### Subject: English

### Calendar: January

### Timeframe: 1-2 weeks

### Level/Grade: 4

### Unit Objectives:

Unit: Transitions

At the end of this unit, the learner will:
- Apply a variety of transitions to a writing piece such as “next,” “after that,” and “finally” instead of “and,” “so,” and “then.”

### Lessons:

1. Have students mark all the first words of sentences in a writing piece. Check to see if certain words are overused.
2. Share an example of a writing piece with a variety of transition words. Discuss how they work to make the writing more effective and interesting.
3. Demonstrate (overhead) how you can revise a writing piece by changing transition words.
4. Students revise their own writing pieces.
<table>
<thead>
<tr>
<th>Activity Type: See above.</th>
<th>TEKS:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Materials: Teacher-created materials, trade books, student writing samples</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SE Modifications: TLW work in a small-group setting or one-on-one as needed.</th>
<th>Resources: Teacher-created materials, trade books, student writing samples</th>
<th>TA TEKS:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1A, 2A, 2B, 2C, 2D, 2E, 3A, 11A, 11B</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GT Modifications: TLW prewrite, draft, revise, edit, and publish on his/her level.</th>
<th>Evaluation Methods: Teacher-created rubrics, students’ writing pieces, benchmark tests, TAKS writing test</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject: English</th>
<th>Calendar: January-February</th>
<th>Timeframe: 5-6 weeks</th>
<th>Level/Grade: 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Unit Objectives:

Unit: TAKS Writing test preparation (review of all objectives and skills taught)

At the end of this unit, the learner will:

- Respond to a TAKS writing prompt correctly. (TAKS objectives 1-2)
- Compose a finished draft which meets passing criteria for focus/coherence, organization, voice, development of ideas, and conventions.
- Demonstrate mastery of capitalization, punctuation, spelling, and sentence structure on TAKS objectives 3-6.

### Lessons

1. TAKS format practice sheets (objectives 3-6.) Practice independently and review in class to assess test readiness and reteach skills as needed.
2. TAKS writing prompts. Students will practice prewriting, drafting, revising, and editing independently.
3. Analyze student writing samples based on TAKS criteria: focus/coherence, organization, development of ideas, voice, and conventions.

---

### Activity Type: See above.

### TEKS:


### Materials:

Gayle Fuller, Kamico
Diagnostic workbook, TAKS practice workbooks, TEA-released student writing samples, teacher-created materials

### SE Modifications:

Test accommodations based on individual needs or SDAA given in place of TAKS.

### Resources:

Gayle Fuller, Kamico
Diagnostic workbook, TAKS practice workbooks, TEA-released student writing samples, teacher-created materials

### TATEKS:

1A, 2A, 2B, 2C, 2D, 2E, 3A, 11A, 11B

### GT Modifications:

TLW demonstrate commended-performance level written compositions and mastery of grammar objectives.

### Evaluation Methods:

TAKS writing test
**Subject:** English  
**Calendar:** March - May  
**Timeframe:** 6-8 weeks  
**Level/Grade:** 4

### Unit Objectives:

**Unit:** Writing workshop

At the end of this unit, the learner will:
- Select his/her own writing topic.
- Prewrite, draft, revise, edit, and publish a written composition.
- Participate in peer conferences to revise and edit writing.
- Write an informative composition by researching a selected topic.
- Compose poetry.

### Lessons:

1. Read aloud a variety of nonfiction books. Analyze and discuss how the text is organized and why it is effective.
2. Read aloud a variety of alphabet books. Students will write and publish an alphabet book after researching a self-selected topic.
3. Read aloud a variety of poetry. Discuss student reactions and opinions.
4. Plan, draft, revise, edit, and publish memoirs.

### Activity Type:
See above.

### TEKS:


### Materials:
- Writing notebooks, trade books.

### SE Modifications:
- TLW work in a small-group setting or one-on-one as needed.

### Resources:
- Writing notebooks, trade books

### GT Modifications:
- TLW produce written compositions on a commended-performance level.

### Evaluation Methods:
- Teacher-created rubrics, student self-evaluation sheets

### TATEKS:
- 1A, 2A, 2B, 2C, 2D, 2E, 3A, 11A, 11B
### Subject: English

<table>
<thead>
<tr>
<th>Calendar: August-May</th>
<th>Timeframe: all year</th>
<th>Level/Grade: 4</th>
</tr>
</thead>
</table>

### Unit Objectives:

Unit: Daily Oral Language (DOL)

After this study, the learner will:
- Demonstrate mastery of capitalization rules.
- Use proper subject-verb agreement.
- Use correct punctuation.
- Demonstrate mastery of possessives.
- Demonstrate mastery of rules for commas.
- Demonstrate accurate spelling of basic spelling patterns.
- Find and correct run-on sentences.
- Write in complete sentences.
- Demonstrate mastery of contractions.
- Use regular and irregular plurals correctly.
- Use apostrophes correctly.
- Use pronouns correctly.
- Punctuate direct quotations correctly.
- Write legibly.
- Proofread and edit a given selection.
- Write with increasing accuracy.

### Activity Type:

Each day, students will edit 2-3 incorrect given sentences.

### TEKS:

4.16A, 4.16B, 4.17A, 4.17B, 4.18A, 4.18B, 4.18C, 4.18D, 4.18E, 4.18G, 4.18H

### Materials:

- overhead projector, DOL spirals, red pens
### Subject: Reading

#### Calendar: August-May

#### Timeframe: all year

#### Level/Grade: 4

**Unit Objectives:**

Unit: Daily read-aloud time.

At the end of this unit, the learner will:

- Compare themes of different books.
- Compare different authors’ styles.
- Identify “voice” in books, and apply this concept to his/her own writing.
- Discuss themes and ideas in a variety of texts.
- Identify different writing skills, such as effective leads, describing details, and organization of ideas, to be applied in his/her own writing.

**Books read aloud in 4th grade (list may vary from year to year):**

- Dear Mr. Henshaw
- Time for Andrew
- The Watsons Go to Birmingham
- The Best Christmas Pageant Ever
- Holes
- Because of Winn Dixie
- The Tale of Despereaux
- Hank Zipzer

**Activity Type:** The teacher reads aloud 15-minutes daily, followed by class discussion.

**TEKS:**


**Materials:** trade books
| SE Modifications: Evaluation will be limited to class discussions. | Resources: trade books | TA TEKS: 1A, 2A, 2B, 2C, 2D, 2E, 3A, 11A, 11B |
| GT Modifications: N/A | Evaluation Methods: students’ writing, reading response journals, class discussions, reading benchmark tests, TAKS reading and writing tests |

**Subject:** Reading  
**Calendar:** August-May  
**Timeframe:** all year  
**Level/Grade:** 4

**Unit Objectives:**

Unit: Accelerated Reader

At the end of this unit, the learner will:
- Read accurately at a higher ZPD range than at the beginning of the year.
- Demonstrate reading improvement on the STAR diagnostic reading test.
- Demonstrate improvement of AR certification levels.
- Read silently with increasing ease for longer periods.
- Select books independently which are within their ZPD range.
- Demonstrate improvement in reading comprehension.
Activity Type: 60 minutes of daily silent independent reading.


Materials: trade books, reading log folders

SE Modifications: SE students will read at their own level with a modified point goal.

Resources: library books, class books, Accelerated Reader program, STAR test

TATEKS: 1A, 2A, 2B, 2C, 2D, 2E, 3A, 11A, 11B

GT Modifications: GT students will read at their own level with a modified point goal.

Evaluation Methods:
Daily diagnostic report to determine progress toward reading goal and % correct on AR tests, TAKS benchmark tests, TAKS test

Subject: Reading  
Calendar: September  
Timeframe: 1 week  
Level/Grade: 4

Unit Objectives:

Unit: Story Elements

At the end of this unit, the learner will:
- Identify the main character in a story.
- Identify secondary characters in a story.
- Compare main and secondary characters in a story and explain how they are different.
- Define the term “conflict” and identify the main conflict in a story.
- Define the term “setting” and identify the setting in a story.
- Break down the plot of a story into the beginning, middle, and end.

Lessons:
1. Brainstorm what all stories have. Make a class chart.
2. Read aloud Amazing Grace. Create a story map in cooperative groups.
3. Read aloud Stephanie’s Ponytail. Create a story map independently.
4. Throughout the year, this will be reinforced in class discussions by identifying elements in the books which we read aloud.
5. Students will be expected to have main elements in their writing pieces and to identify them.
<table>
<thead>
<tr>
<th>Activity Type: See above.</th>
<th>TEKS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials: Trade books, story map templates, Kamico, Gayle Fuller Step Up to TAKS, teacher-created materials</td>
<td></td>
</tr>
<tr>
<td>SE Modifications: Shortened assignments, peer tutoring, small group or one-on-one instruction as needed</td>
<td>Resources: Kamico, Gayle Fuller Step up to TAKS, teacher-created materials</td>
</tr>
<tr>
<td></td>
<td>TA TEKS:</td>
</tr>
<tr>
<td></td>
<td>1A, 2A, 2B, 2C, 2D, 2E, 3A, 11A, 11B</td>
</tr>
<tr>
<td>GT Modifications: TLW demonstrate mastery at a commended performance level on TAKS.</td>
<td>Evaluation Methods: Benchmark tests, TAKS reading test, teacher-created materials, Gayle Fuller and Kamico assessments</td>
</tr>
</tbody>
</table>

| Subject: Reading | Calendar: August | Timeframe: 2 weeks | Level/Grade: 4 |
### Unit Objectives:

**Unit: Word Meaning**

At the end of this unit, the learner will:
- Determine the meaning of unknown words using context clues.
- Determine the meaning of unknown words using knowledge of figurative language.
- Use understanding of prefixes and suffixes to determine the meaning of unknown words.
- Determine the meaning of unknown words using synonyms and antonyms.

### Lessons:

1. Discuss words with prefixes and suffixes and compare the meanings. (For example: like and dislike, motion and motionless) Brainstorm words for given prefixes and suffixes. Determine the meanings of the new words when prefixes and suffixes are added to root words.
2. Read aloud *Abuela* by Arthur Dorros. Use context clues to determine the meanings of the Spanish words in the story.
3. In social studies and science textbooks, discuss meanings of context-related vocabulary (cross-curriculum)
4. Activity pages (large group and cooperative groups)
5. Gourmet reading, Kamico, and various board games targeting reading skills (cooperative groups)

### Activity Type: See above.

### TEKS:

4.6A, 4.6B, 4.6C, 4.8C, 4.9B, 4.9C, 4.9D

### Materials:

Kamico, Gayle Fuller, teacher-created materials, TAKS practice workbook

### SE Modifications:

Shortened assignments, peer tutoring, small-group or one-on-one instruction as needed.

### Resources:

Kamico, Gayle Fuller, teacher-created materials, TAKS practice workbook

### GTA TEKS:

1A, 2A, 2B, 2C, 2D, 2E, 3A, 11A, 11B

### GT Modifications:

TLW demonstrate mastery at a commended performance level on TAKS.

### Evaluation Methods:

Benchmark tests, TAKS reading test, Kamico and Gayle Fuller assessments, teacher-created materials.
**Subject: Reading**

**Calendar:** September  
**Timeframe:** 3-4 weeks  
**Level/Grade:** 4

### Unit Objectives:

**Unit:** Facts and details

At the end of this unit, the learner will:
- Scan a reading selection to find specific information.
- Answer fact/detail questions in multiple formats, such as multiple-choice (TAKS format) or open-ended questions.
- In TAKS format, verify that information found in a reading selection matches the question being asked.
- Locate facts and details in fiction as well as content-area text, such as science and social studies.

### Lessons:

1. Practice skimming and scanning to get the main idea of a passage or to look for specific information.
2. Read leveled books and find specific facts and details which are asked for.
3. Accelerated Reader. Demonstrate comprehension of books read by answering key fact/detail questions.
4. Use real-life reading materials (travel brochures, newspapers, catalogs, food packages) to practice locating information in a variety of formats.
5. Practice worksheets.
6. Integrate science and social studies by reading for key details in content-area reading.

### Activity Type:
See above.

### TEKS:

4.10B, 4.10C, 4.10E, 4.10F, 4.10G, 4.10H, 4.10K, 4.13B, 4.13C

### Materials:

McGraw-Hill class book sets, TAKS practice workbooks, teacher-created materials, Gayle Fuller, Kamico, Gourmet, Social Studies TAKS reading workbooks

### SE Modifications:

Shortened assignments, peer tutoring, small group or one-on-one instruction as needed.

### Resources:

McGraw-Hill class book sets, TAKS practice workbooks, teacher-created materials, Gayle Fuller, Kamico, Gourmet, Social Studies TAKS reading workbooks

### TA TEKS:

1A, 2A, 2B, 2C, 2D, 2E, 3A, 11A, 11B
Subject: Reading  |  Calendar: September  |  Timeframe: 3-4 weeks  |  Level/Grade: 4

Unit Objectives:

Unit: Main Idea and Summarization

Unit Objectives:
- Define “main idea.”
- Create a main idea sentence for a given selection.
- Identify supporting details which correspond to the main idea in a reading selection.
- Differentiate between the main idea and supporting details in a reading selection.

Lessons:
1. Discuss the class book we are currently reading. Give students various details and ask if these are what the book is mainly about. Give the students a correct main idea sentence for the book. Discuss why it is the main idea of the book rather than the detail sentences.
2. Gourmet, Kamico, and various board games targeting reading skills.
3. Practice worksheets. (Large group and cooperative groups.)

Activity Type: See above.

TEKS:
4.8B, 4.8C, 4.10A, 4.10B, 4.10F, 4.10G, 4.10K, 4.10L, 4.11A

Materials: Kamico, Gayle Fuller Step up to TAKS, teacher-created materials, TAKS practice workbooks, trade books, Gourmet reading games
**SE Modifications:** Shortened assignments, peer tutoring, small group or one-on-one instruction as needed.  
**Resources:** Kamico, Gayle Fuller Step up to TAKS, teacher-created materials, TAKS practice workbooks, trade books, Gourmet reading games  
**TA TEKS:** 1A, 2A, 2B, 2C, 2D, 2E, 3A, 11A, 11B

**GT Modifications:** TLW be expected to demonstrate a clear main idea in writing pieces at a higher level.  
**Evaluation Methods:** benchmark tests, TAKS reading test, teacher-created assessments, Gayle Fuller, TAKS practice workbook, Kamico assessments

---

**Subject:** Reading  
**Calendar:** October  
**Timeframe:** 3-4 weeks  
**Level/Grade:** 4

**Unit Objectives:**  
Unit: Draw Conclusions/ Inferences  
Objectives: At the end of this study, the learner will:  
- Draw a logical conclusion from a given text based on prior knowledge and experience.  
- Show evidence from the text to defend and support their conclusion from that given text.  
- Answer different types of questions relating to inferences, such as TAKS-format questions and open-ended questions.  
- Be able to eliminate conclusion/inference choices which cannot be supported with evidence from the text.  

**Lessons:**  
1. Read aloud *Miss Nelson is Missing* and *Two Bad Ants*. Discuss the obvious conclusions to both stories and the clues that led to that conclusion.  
2. Gourmet, Kamico, and board games targeting reading skills.  
3. Practice worksheets.

**Activity Type:** See above.  
**TEKS:**  

**Materials:** Gayle Fuller, Kamico, teacher-created materials, TAKS practice workbooks, Gourmet
**SE Modifications:** Shortened assignments, peer tutoring, small group or one-on-one instruction as needed.

**Resources:** Gayle Fuller, Kamico, teacher-created materials, TAKS practice workbooks, Gourmet

**TA TEKS:**
1A, 2A, 2B, 2C, 2D, 2E, 3A, 11A, 11B

**GT Modifications:** TLW demonstrate mastery at a commended-performance level.

**Evaluation Methods:** Benchmark tests, TAKS reading test, teacher-created materials/tests, Gayle Fuller, Kamico, and Gourmet assessments

---

**Subject: Reading**

**Calendar:** November - December

**Timeframe:** 4-5 weeks

**Level/Grade:** 4

**Unit Objectives:**

Unit: Mixed skills Review

At the end of this unit, the learner will:
- Demonstrate retention of skills taught up to this point.

**Lessons:**
1. Students will read leveled books and answer questions relating to previously taught skills.
2. Students will practice reading handouts with mixed skills to demonstrate mastery and retention of reading skills.
3. Gourmet, Kamico, and various board games targeting reading skills.
<table>
<thead>
<tr>
<th>Activity Type:</th>
<th>See above.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Materials:</strong></td>
<td>Gayle Fuller, Kamico, Gourmet, TAKS practice workbooks, teacher-created materials, leveled books</td>
</tr>
<tr>
<td><strong>SE Modifications:</strong></td>
<td>Shortened assignments, peer tutoring, small group or one-on-one instruction as needed.</td>
</tr>
<tr>
<td><strong>Resources:</strong></td>
<td>Gayle Fuller, Kamico, Gourmet, TAKS practice workbooks, teacher-created materials, leveled books</td>
</tr>
<tr>
<td><strong>TA TEKS:</strong></td>
<td>1A, 2A, 2B, 2C, 2D, 2E, 3A, 11A, 11B</td>
</tr>
<tr>
<td><strong>GT Modifications:</strong></td>
<td>TLW demonstrate mastery at a commended-performance level.</td>
</tr>
<tr>
<td><strong>Evaluation Methods:</strong></td>
<td>Benchmark tests, TAKS reading test, teacher-created materials, Gayle Fuller, Kamico, and Gourmet assessments</td>
</tr>
</tbody>
</table>

**Subject: Reading**

<table>
<thead>
<tr>
<th>Calendar:</th>
<th>December- January</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeframe:</td>
<td>1-2 weeks</td>
</tr>
<tr>
<td>Level/Grade:</td>
<td>4</td>
</tr>
</tbody>
</table>
**Unit Objectives:**

Unit: Fact and Opinion

Objectives: At the end of this unit, the learner will:
- Distinguish between facts and opinions in a reading selection.
- Write facts and opinions about a given topic (what is being studied in science/social studies at that time.)

**Lessons:**
1. Look at an advertisement (newspaper, magazine, catalog) and discuss the author’s message. Identify what can be proven and what cannot be proven. Discuss and define the difference between a fact and an opinion.
2. Have students write 5 facts and 5 opinions related to what they are studying in science or social studies.
3. Practice worksheets.

**Activity Type:** See above.

**TEKS:**
4.2A, 4.2B, 4.2C, 4.7B, 4.7D, 4.8B, 4.8C, 4.10A, 4.10B, 4.10C, 4.10J, 4.10K, 4.15B

**Materials:** teacher-created materials, Gayle Fuller, Kamico, Gourmet, TAKS practice workbooks

**SE Modifications:** Shortened assignments, peer tutoring, small group or one-on-one instruction as needed.

**Resources:** teacher-created materials, Gayle Fuller, Kamico, Gourmet, TAKS practice workbooks

**GT Modifications:** TLW demonstrate mastery at a commended-performance level.

**Evaluation Methods:** TAKS benchmark testing, TAKS reading test, teacher-created materials
# Subject: Reading

**Calendar:** January  
**Timeframe:** 1-2 weeks  
**Level/Grade:** 4

## Unit Objectives:

**Unit:** Cause and effect  

At the end of this unit, the learner will:

- Identify cause and effect relationships in a reading selection.
- Explain the chronology of events in a given text in terms of one event causing another event.
- Put events in a story in logical order based on cause/effect relationships.

## Lessons

1. After read-aloud time, discuss cause and effect relationships in the book we are reading. What caused something to happen? Why did something happen in the story?
2. Look at examples in our book which show how cause and effect are related to plot order (sequencing) in a story.
3. In cooperative groups and independently, have students identify cause and effect relationships in their books.
4. Practice worksheets.

## Activity Type: See above.

**TEKS:**


## Materials:

- teacher-created materials, Kamico, Gayle Fuller Step up to TAKS, TAKS practice workbooks, Gourmet

## SE Modifications:

- Shortened assignments, peer tutoring, small group or one-on-one instruction as needed.

## Resources:

- teacher-created materials, Kamico, Gayle Fuller Step up to TAKS, TAKS practice workbooks, Gourmet

## TATEKS:

1A, 2A, 2B, 2C, 2D, 2E, 3A, 11A, 11B

## GT Modifications:

- TLW demonstrate mastery at a commended-performance level.

## Evaluation Methods:

- TAKS benchmark tests, TAKS reading test, teacher-created materials, Gayle Fuller, Kamico, and Gourmet assessments
### Unit Objectives:

**Unit:** Setting, Problem/resolution, sequencing

At the end of this unit, the learner will:

- Apply understanding of plot by correctly sequencing major events in a story.
- Compose a writing piece with a clear beginning, middle, and end which demonstrates the ability to put events in a logical, sequential order.
- Apply understanding of cause and effect relationships in a narrative.

### Lessons:

1. After read-aloud, discuss which events lead to other events in the story. (Cause and effect review)
2. In cooperative groups, have students practice sequencing given events to form a logical sequential order.
3. Story mapping: Have students identify the main events which lead to the resolution of a problem.
4. Practice worksheets.

### Activity Type:

See above.

### TEKS:


### Materials:

Gayle Fuller, Kamico, Gourmet, teacher-created materials, trade books, TAKS practice workbooks

### SE Modifications:

Shortened assignments, peer tutoring, small group or one-on-one instruction as needed.

### Resources:

Gayle Fuller, Kamico, Gourmet, teacher-created materials, trade books, TAKS practice workbooks

### TA TEKS:

1A, 2A, 2B, 2C, 2D, 2E, 3A, 11A, 11B
**GT Modifications:** TLW demonstrate mastery at a commended-performance level.

**Evaluation Methods:** TAKS reading test, Benchmark tests, Gayle Fuller, Kamico, and Gourmet assessments

<table>
<thead>
<tr>
<th>Subject: Reading</th>
<th>Calendar: March</th>
<th>Timeframe: 2-3 weeks</th>
<th>Level/Grade: 4</th>
</tr>
</thead>
</table>

**Unit Objectives:**

Unit: Graphic Sources

Objectives: At the end of this study, the learner will:
- Locate specific information from graphic sources, such as timelines, maps, graphs, charts, tables of contents, and diagrams.
- Analyze information given from graphic sources to improve comprehension in reading.
- Organize information into a graphic organizer, such as a Venn diagram or web.

**Lessons:**
1. Read real-life reading materials (recipes, charts, columns, maps, menus, brochures, schedules, etc.) to practice reading for information in a variety of formats. Discuss and practice reading strategies for each type of format.
2. Practice worksheets.
3. Create webs as a planning/prewriting strategy in writing.
4. Create Venn diagrams and T-charts to compare and contrast information.

**Activity Type:** See above.

**TEKS:**
4.6A, 4.6B, 4.7B, 4.7D, 4.8C, 4.10A, 4.10B, 4.10C, 4.10E, 4.10K, 4.10L, 4.12B, 4.13B, 4.13D, 4.13E, 4.13G

**Materials:** Gayle Fuller Step Up to TAKS, Kamico Diagnostic workbook, TAKS practice workbooks, Gourmet, teacher-created materials, Social Studies TAKS practice workbooks
<table>
<thead>
<tr>
<th>SE Modifications: Shortened assignments, peer tutoring, small group or one-on-one instruction as needed.</th>
<th>Resources: Gayle Fuller Step Up to TAKS, Kamico Diagnostic workbook, TAKS practice workbooks, Gourmet, teacher-created materials, Social Studies TAKS practice workbooks</th>
<th>TA TEKS: 1A, 2A, 2B, 2C, 2D, 2E, 3A, 11A, 11B</th>
</tr>
</thead>
<tbody>
<tr>
<td>GT Modifications: TLW demonstrate mastery at a commended-performance level.</td>
<td>Evaluation Methods: TAKS benchmark tests, TAKS reading test, Kamico, Gayle Fuller, and Gourmet assessments, teacher-created materials</td>
<td></td>
</tr>
</tbody>
</table>

### Subject Reading

**Calendar:** March-April  
**Timeframe:** 4-6 weeks  
**Level/Grade:** 4

**Unit Objectives:**

Unit: TAKS Reading Test Prep

At the end of this unit, the learner will:

- Demonstrate mastery of 4th grade reading TEKS by passing the TAKS test.

**Lessons:**

1. Students will practice TAKS-format reading handouts with mixed skills to demonstrate mastery of reading TEKS.
2. The teacher will work individually or with small groups to re teach and reinforce reading skills as needed.
3. Based on item analysis results, students will review TAKS benchmark tests.

**Activity Type:** See above.

**TEKS:**


**Materials:** Gayle Fuller, Kamico, Gourmet, TAKS practice workbooks, teacher-created materials, leveled books
<table>
<thead>
<tr>
<th><strong>SE Modifications:</strong></th>
<th><strong>Resources:</strong> Gayle Fuller, Kamico, Gourmet, TAKS practice workbooks, teacher-created materials, leveled books</th>
<th><strong>TA TEKS:</strong> 1A, 2A, 2B, 2C, 2D, 2E, 3A, 11A, 11B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shortened assignments, peer tutoring, small group or one-on-one instruction as needed.</td>
<td>TA TEKS:</td>
<td>GT Modifications: TLW demonstrate mastery at a commended-performance level.</td>
</tr>
<tr>
<td><strong>Evaluation Methods:</strong> TAKS Reading Test</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Subject:** Spelling  
**Calendar:** August- November (weekly) and random pop quizzes for the rest of the year.  
**Timeframe:** 1 week per unit/list  
**Level/Grade:** 4

**Unit Objectives:**

Unit: High Frequency Words

At the end of this study, the learner will:

- Demonstrate proficiency in spelling high-frequency words, both in isolation and in written compositions.
- Adjust word usage so that it makes sense in writing, such as verb tense or singular/plural nouns.

**Lessons:**

1. During the first week of school, give students a pretest over approximately 500 high frequency spelling words, divided up into 3 days. (This serves as an assessment for spelling proficiency at the beginning of the year.)
2. Each Monday, students will be given a pretest over the high frequency words for that week. Words which are missed will be written 5x each for practice.
3. After the pretest, students will be given the list of 40-60 high frequency words to study.
4. Students study in pairs with spelling word flashcards at least once each week in class.
5. On Thursday, students take a spelling test over 20-30 words randomly chosen from that week’s list.
6. Words which are missed on the spelling test are to be written 10x each.
7. At the end of the year, students will take the same pre-test, this time as a post-test to check for improvement.
8. After the high-frequency words unit is completed, students will continue to be given random pop quizzes over high-frequency spelling words.
<table>
<thead>
<tr>
<th>Activity Type: Flashcard practice in pairs</th>
<th>TEKS: 4.16A, 4.17A, 4.17B, 4.17D, 4.18G</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials: High frequency word list from Guiding Readers and Writers <em>(Fountas and Pennell)</em>, teacher-created flash cards</td>
<td></td>
</tr>
<tr>
<td>SE Modifications: Have students write words and study in a small-group setting. Reduce the number of words based on student needs.</td>
<td>Resources: High frequency list, divided into 12 lists, flash cards</td>
</tr>
<tr>
<td>GT Modifications: Incorporate words into writing pieces to demonstrate mastery.</td>
<td>Evaluation Methods: Spelling test, individual writing pieces</td>
</tr>
<tr>
<td>Subject: Spelling</td>
<td>Calendar: November-May</td>
</tr>
<tr>
<td></td>
<td>Timeframe: 5 words per week</td>
</tr>
<tr>
<td></td>
<td>Level/Grade: 4</td>
</tr>
</tbody>
</table>
Unit Objectives:

Unit: 9-squares spelling/vocabulary

At the end of this study, the learner will:

• Implement higher level vocabulary words into written compositions.
• Adjust word usage so that it makes sense in writing, such as verb tense or singular/plural nouns.
• Demonstrate mastery of spelling rules when adjusting word usage in writing, such as dropping the “e” in “amble” to write “ambling.”
• Provide synonyms and antonyms for given vocabulary words.
• Demonstrate mastery of nouns, verbs, adjectives, and adverbs.
• Demonstrate improvement in using a thesaurus and dictionary.
• Revise written compositions by replacing weak vocabulary with higher level words.
• Write complex sentences correctly.

Lessons:

1. The teacher demonstrates (on overhead) how to complete a blank 9-squares page using a high-level vocabulary word, such as “lumber.” Students follow along and copy.
2. Each Monday, students will be given a packet with 5 blank 9-squares pages (1 page per word), which will include the completed copy which was done as an example. (See #1)
3. On Monday, students will complete 3 of the 9 squares for each of the five words by looking up the definitions, brainstorming synonyms, and giving an example. This will be done as a class with the teacher guiding this lesson.
4. Monday night homework: Complete 2 squares for each word by drawing a picture and giving an antonym.
5. Tuesday: Review Monday’s homework together to clarify, reteach definitions as needed, and allow students to add to their pages.
6. Tuesday homework: Fill in 2 more squares for each word by giving a synonym and an example for each word.
7. Wednesday: Go over Tuesday’s homework, allowing students to add to their pages as needed.
8. Wednesday homework: Complete the last square on each page by writing each word in a sentence. The sentence must be at least 6 words long, and must indicate an understanding of the vocabulary word.
9. Thursday: Go over sentences and review all squares.
10. Teacher-created test. On this test, students must spell each word correctly, write a synonym for each word, match each word to a given antonym, and write a sentence using each word.
<table>
<thead>
<tr>
<th>Activity Type:</th>
<th>TEKS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.) Look up definitions in dictionaries 2.) Use writing notebooks, whole-group brainstorming, and/or thesauruses to provide synonyms and antonyms for each word. 3.) Draw a picture depicting each word. 4.) Give examples of the meaning of each word. 5.) Write each word in a sentence.</td>
<td>4.17A, 4.17B, 4.17D, 4.18B, 4.18C, 4.18D, 4.18H</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Materials:</th>
<th>Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher-created lists of 5 vocabulary words per week, blank 9-squares templates, teacher-created vocabulary tests.</td>
<td>Teacher-created lists of 5 vocabulary words per week, blank 9-squares templates, teacher-created vocabulary tests.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SE Modifications:</th>
<th>TA TEKS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.) Dyslexic/dysgraphic students can use vocabulary pages which already have parts filled in 2.) Modify spelling test as needed.</td>
<td>2A, 2B, 2C, 2E, 3A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GT Modifications:</th>
<th>Evaluation Methods:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incorporate words in writing pieces to demonstrate mastery.</td>
<td>Teacher-created tests, students’ writing.</td>
</tr>
</tbody>
</table>