



Grade 4 Curriculum Map

Unit 1: Personal Narratives: My Story, My Voice

Unit Length: 22 Days

Instructional Lessons: 15 Days

Pausing Point: 4 Days

Unit Assessment: N/A

Beginning-of-Year Assessment: 3 days

Summary

This unit examines the genre of personal narratives, which consist of works of nonfiction written by a first-person narrator involved in the events being described. Students read five personal narratives, identifying the elements of the genre and, throughout the unit, using these elements to write their own personal narratives. These elements include events proceeding in a logical sequence, dialogue that shows character, vivid descriptive language, characters with defining traits, sensory details, figurative language, and writing strong introductions and conclusions. Students will take a Beginning-of-Year assessment for benchmarking and placement information.

*This unit contains a special note to teachers regarding any potential student sensitivities that may be raised in the lessons. Please review the unit Introduction and each lesson's Advance Preparation section for details.

Learning Outcomes

- Identify features of personal narrative genre
- Identify literary devices in Personal Narratives including similes and metaphors, dialogue, transition words, sensory details, and point of view
- Demonstrate understanding of cause and effect
- Develop proficiency with cursive handwriting
- Beginning-of-Year Assessment

TEKS Instructed	ELPS	TEKS Formative Assessment	TEKS Summative Assessment
<p>TEKS 4.1.A, 4.1.C, 4.2.C, 4.6.A, 4.6.C, 4.6.F, 4.6.G, 4.6.H, 4.7.C, 4.7.D, 4.7.E, 4.7.F, 4.9.D.i, iii, 4.10.B, 4.10.D, 4.11.A, 4.11.B.i-ii, 4.11.C, 4.11.D.x, 4.12.A, 4.12.C, 4.13.D</p> <p>Note: See Instructional Strategies for TEKS 4.10.F, 4.10.G, 4.11.D.ii, 4.11.D.v, 4.11.D.vi</p>	<p>ELPS 1.A, 1.B, 1.C, 1.D, 1.E, 1.H, 2.C, 2.F, 2.G, 2.I, 3.B, 3.C, 3.D, 3.E, 3.F, 3.G, 3.J, 4.C, 4.D, 4.F, 4.G, 4.I, 4.J, 5.B, 5.C, 5.D, 5.F, 5.G</p>	<p>TEKS 4.1.A, 4.1.C, 4.6.C, 4.6.F, 4.6.G, 4.6.H, 4.7.C, 4.7.D, 4.7.E, 4.7.F, 4.9.D.i, iii, 4.10.B, 4.10.D, 4.11.A, 4.11.B.i-ii, 4.11.C, 4.11.D.x, 4.12.A, 4.12.C, 4.13.D</p>	N/A



Grade 4 Curriculum Map

Unit 2: Eureka! The Art of Invention

Unit Length: 10 Days

Instructional Lessons: 10 Days

Pausing Point: 0 Days

Unit Assessment: N/A

Summary

This narrative-driven unit immerses students in close reading adventures of complex literary and informational texts, allowing them to consistently demonstrate their ability to find evidence and use it appropriately. Over the course of their studies, students write routinely in opinion, informational, and narrative modes, adjusting style for the task and audience indicated. Students participate in close reads of informational texts about inventors, inventions, and the process of creation, which help them analyze objects and situations in the world around them and ultimately become inventors themselves. By routinely writing informational and opinion pieces, students practice research, observation, and communication, and engage in a range of collaborative discussions. Students make oral presentations about their inventions and demonstrate what they have learned from their peers' presentations.

Learning Outcomes

- Read complex literary and informational text, find evidence, and use it appropriately
- Write in opinion, informational, and narrative modes and adjust style as appropriate
- Develop proficiency in research, observation, communication, and persuasion
- Demonstrate understanding of key vocabulary

TEKS Instructed	ELPS	TEKS Formative Assessment	TEKS Summative Assessment
TEKS 4.1.A, 4.1.C, 4.1.D, 4.6.G, 4.6.H, 4.7.B, 4.7.C, 4.7.D, 4.7.E, 4.7.F, 4.9.D.iii, 4.9.F, 4.10.B, 4.11.A, 4.11.B.ii, 4.11.E, 4.12.A, 4.12.B, 4.12.C, 4.12.D, 4.13.A, 4.13.C, 4.13.E, 4.13.H	ELPS 1.A, 1.B, 1.C, 1.E, 1.F, 2.C, 2.D, 2.F, 2.G, 2.I, 3.B, 3.D, 3.E, 3.F, 3.G, 3.H, 3.I, 3.J, 4.C, 4.D, 4.F, 4.G, 4.I, 4.K, 5.B, 5.F, 5.G	TEKS 4.1.A, 4.1.C, 4.1.D, 4.6.G, 4.6.H, 4.7.B, 4.7.C, 4.7.E, 4.11.A, 4.11.B.ii, 4.12.B, 4.12.C, 4.12.D, 4.13.A, 4.13.C, 4.13.E, 4.13.H	N/A



Grade 4 Curriculum Map

Unit 3: Contemporary Fiction: Mi Calle, Tu Calle

Unit Length: 16 Days

Instructional Lessons: 13 Days

Pausing Point: 3 Days

Unit Assessment: Lesson 14

Summary

This unit leads students into a deep dive on narrative literature and writing, using excerpts from *The House on Mango Street* as its anchor text. Throughout this unit, students read closely and analyze the text, then practice using literary elements they have explored in each vignette from the Reader, including detailed descriptions, the building of aspiration as a theme, and the contrast between the protagonists' perceptions and the perceptions of others. Students compose a multi-chapter narrative by planning, drafting, and revising their work.

*This unit contains a special note to teachers regarding any potential student sensitivities that may be raised in the lessons. Please review the unit Introduction and each lesson's Advance Preparation section for details.

Learning Outcomes

- Read for details, dialogue, and action
- Infer character and theme in a text
- Demonstrate understanding of key vocabulary
- Develop strength in writing narrative prose
- Demonstrate success with literary devices including detailed descriptions, use of theme, and contrasting character perceptions
- Unit Assessment

TEKS Instructed	ELPS	TEKS Formative Assessment	TEKS Summative Assessment
<p>TEKS 4.1.A, 4.1.C, 4.1.D, 4.6.D, 4.6.F, 4.6.G, 4.6.H, 4.6.I, 4.7.A, 4.7.B, 4.7.C, 4.7.D, 4.7.E, 4.8.A, 4.8.B, 4.8.D, 4.10.A, 4.10.D, 4.11.A, 4.11.B.ii, 4.11.C, 4.11.D.vii, x, 4.12.A, 4.12.C, 4.13.H</p> <p>Note: See Instructional Strategies for TEKS 4.10.F, 4.10.G</p>	<p>ELPS 1.A, 1.C, 2.C, 2.D, 3.E, 3.F, 3.G, 4.F, 4.G, 4.I, 4.J, 5.B, 5.D, 5.F, 5.G</p>	<p>TEKS 4.6.F, 4.6.G, 4.6.H, 4.7.C, 4.7.E, 4.8.A, 4.8.B, 4.8.D, 4.10.D, 4.11.A, 4.11.B.ii, 4.11.C, 4.11.D.vii,x, 4.12.A, 4.12.C</p>	<p>TEKS 4.6.F, 4.6.G, 4.7.B, 4.7.C, 4.7.D, 4.8.A, 4.8.B, 4.12.C</p>



Grade 4 Curriculum Map

Unit 4: American Revolution: Building a Nation

Unit Length: 23 Days

Instructional Lessons: 17 Days

Pausing Point: 4 Days

Unit Assessment: Lesson 17

Middle-of-Year Assessment: 2 days

Summary

This unit centers around the big idea that disagreements about principles of government led colonists in North America to seek independence from Great Britain. The causes, major figures, and consequences of the American Revolution provide a framework for understanding what caused the thirteen colonies to break away from Great Britain and become an independent nation and also what significant ideas and values were at the heart of the American Revolution. Students review the stages of the writing process, enact and record key information from vignettes corresponding to the causes of the American Revolution, and develop a five-paragraph cause and effect essay. Students take a Middle-of-Year assessment for progress monitoring of reading comprehension, grammar, and morphology.

Learning Outcomes

- Write a five-paragraph compare and contrast essay
- Demonstrate understanding of key vocabulary
- Develop proficiency of subject-verb agreement with both regular and irregular verbs
- Deepen knowledge and understanding of prefixes and suffixes when added to root words
- Unit Assessment
- Middle-of-Year Assessment

TEKS Instructed	ELPS	TEKS Formative Assessment	TEKS Summative Assessment
<p>TEKS 4.1.A, 4.1.C, 4.2.A.iv, vi, 4.2.B.i, iii-v, 4.3.A, 4.3.B, 4.3.C, 4.4, 4.6.A, 4.6.E, 4.6.F, 4.6.G, 4.6.H, 4.7.B, 4.7.C, 4.7.D, 4.7.E, 4.7.F, 4.7.G, 4.8.B, 4.8.D, 4.9.C, 4.9.D.i-iii, 4.10.D, 4.11.A, 4.11.B.i-ii, 4.11.C, 4.11.D.i, iii, ix-xi, 4.12.B, 4.12.C, 4.13.C, 4.13.H</p> <p>Note: See Instructional Strategies for TEKS 4.11.D.ii, 4.11.D.v, 4.11.D.vi</p>	<p>ELPS 1.B, 1.E, 1.G, 1.H, 2.C, 2.D, 2.F, 3.B, 3.C, 3.D, 3.E, 3.F, 3.G, 4.C, 4.F, 4.I, 5.B, 5.C, 5.D, 5.E, 5.F, 5.G</p>	<p>TEKS 4.2.B.i-vi, 4.3.B, 4.3.C, 4.6.F, 4.6.G, 4.7.B, 4.7.C, 4.7.D, 4.7.F, 4.7.G, 4.9.D.iii, 4.10.D, 4.11.A, 4.11.B.i-ii, 4.11.C, 4.11.D.i, iii, x, 4.12.B, 4.13.C, 4.13.H</p>	<p>TEKS 4.3.B, 4.6.F, 4.6.G, 4.7.C, 4.9.D.1, iii, 4.11.D.ix-xi, 4.12.C</p>



Grade 4 Curriculum Map

Unit 5: *Treasure Island*: X Marks the Spot

Unit Length: 23 Days

Instructional Lessons: 19 Days

Pausing Point: 4 Days

Unit Assessment: Lesson 15

Summary

This unit examines the fiction genre through a classic novel, *Treasure Island*. Students focus on character development, setting, plot, and literary devices while reading an abridged version of Robert Louis Stevenson’s popular adventure story. They also trace the development of plot, characters, and literary elements over the course of the novel and engage in an extended writing project while continuing to practice the various stages of the writing process. Students draft a character sketch, then write, publish, and share an original adventure story. Throughout these writing activities students focus on character development, dialogue, verb choice, and revision methods.

Learning Outcomes

- Identify and properly use modal auxiliary verbs, relative pronouns, and coordinating conjunctions
- Demonstrate understanding of key vocabulary
- Trace development of character, setting, plot, and literary devices in a longer work of fiction
- Develop an adventure story using an introduction, problem or conflict, rising action, turning point or climax, and a resolution
- Unit Assessment

TEKS Instructed	ELPS	TEKS Formative Assessment	TEKS Summative Assessment
<p>TEKS 4.1.A, 4.1.C, 4.2.A.i-vi, 4.2.B.ii-iii, vi, 4.3.A, 4.3.B, 4.3.C, 4.3.D, 4.6.A, 4.6.B, 4.6.F, 4.6.G, 4.7.B, 4.7.C, 4.7.D, 4.7.E, 4.7.F, 4.8.A, 4.8.B, 4.8.C, 4.8.D, 4.9.A, 4.9.E.ii, 4.10.B, 4.10.D, 4.11.A, 4.11.B, 4.11.B.ii, 4.11.C, 4.11.D, 4.11.D.iii, vii-xi, 4.11.E, 4.12.A, 4.12.B, 4.12.C, 4.13.H</p> <p>Note: See Instructional Strategies for TEKS 4.10.F, 4.11.D.ii, 4.11.D.v, 4.11.D.vi</p>	<p>ELPS 1.C, 1.E, 1.F, 2.C, 2.D, 2.E, 2.G, 2.H, 3.B, 3.C, 3.E, 3.F, 3.G, 3.I, 4.C, 4.D, 4.F, 4.G, 4.I, 4.J, 5.A, 5.B, 5.C, 5.D, 5.E, 5.F, 5.G</p>	<p>TEKS 4.1.A, 4.1.A.i, 4.2.A.i-ii, v, 4.2.B.iii,vi, 4.3.C, 4.6.F, 4.6.G, 4.7.B, 4.7.C, 4.7.D, 4.7.E, 4.7.F, 4.8.A, 4.8.B, 4.8.C, 4.10.D, 4.11.A, 4.11.D, 4.11.D.vii-viii, x, 4.12.A</p>	<p>TEKS 4.3.B, 4.6.F, 4.6.G, 4.7.B, 4.7.C, 4.7.D, 4.7.F, 4.8.B, 4.9.D.i, 4.9.E.ii, 4.11.B.ii, 4.11.D, 4.12.B</p>



Grade 4 Curriculum Map

Unit 6: Poetry: Wondrous Words

Unit Length: 18 Days

Instructional Lessons: 15 Days

Pausing Point: 3 Days

Unit Assessment: Lesson 15

Summary

This unit gives students tools and strategies for approaching poetry, training them in the methods and devices poets use, and equipping them to read and interpret both formal and free verse poems. The poems in this unit represent a wide variety of time periods, from Kshemendra's 12th century treatise on the responsibilities of poets to the work of living writers such as Harryette Mullen. The poets come from many backgrounds including European, Asian, African American, Native American, and Hispanic. A key aspect of the Poetry Unit is providing opportunities for students to write original poems using the poetic devices they have learned in the reading components of each lesson, including rhymes, similes, and metaphors, repetition, anaphora, and alliteration.

Learning Outcomes

- Read text with the purpose of identifying details and evidence
- Explore imaginative possibilities of figurative language
- Identify and develop an understanding of poetic devices including rhyme, repetition, alliteration, meter, and tone
- Explore and identify extended metaphors in text
- Write original poems with colorful language and poetic devices
- Unit Assessment

TEKS Instructed	ELPS	TEKS Formative Assessment	TEKS Summative Assessment
<p>TEKS 4.1.A, 4.1.D, 4.6.C, 4.6.D, 4.6.F, 4.6.G, 4.6.H, 4.7.C, 4.7.D, 4.7.F, 4.7.G, 4.8.A, 4.8.D, 4.9.B, 4.10.D, 4.10.E, 4.11.A, 4.11.D.xi, 4.12.A, 4.13.H</p> <p>Note: See Instructional Strategies for TEKS 4.10.F</p>	<p>ELPS 1.A, 1.B, 1.C, 1.E, 1.F, 2.A, 2.C, 2.D, 2.E, 2.F, 2.G, 3.B, 3.D, 3.E, 3.G, 3.I, 3.J, 4.D, 4.F, 4.G, 4.I, 5.B, 5.D, 5.F, 5.G</p>	<p>TEKS 4.1.A, 4.1.D, 4.6.B, 4.6.D, 4.6.F, 4.6.G, 4.7.C, 4.7.D, 4.7.E, 4.7.F, 4.7.G, 4.8.A, 4.8.D, 4.9.B, 4.10.D, 4.10.E, 4.11.A, 4.12.A, 4.13.H</p>	<p>TEKS 4.6.F, 4.6.G, 4.7.C, 4.7.F, 4.10.D, 4.11.A, 4.11.D.xi, 4.12.A</p>



Grade 4 Curriculum Map

Unit 7: Geology: This Rock You're Standing On

Unit Length: 19 Days

Instructional Lessons: 15 Days

Pausing Point: 4 Days

Unit Assessment: Lesson 15

Summary

This unit focuses on the composition of the earth and the forces that change its surface. Students learn about the theory of plate tectonics and how it explains the presence of volcanoes, mountains, underwater trenches, ridges, and other geological features. Students will also study geological processes like rock formation, weathering, and erosion in order to understand how the earth changes over time and why it looks the way it does. They review the stages of the writing process as they draft an informational pamphlet about tsunamis, write a wiki entry about a specific volcano, and create a descriptive paragraph about a type of rock or item in the rock cycle. Students will incorporate literary devices such as alliteration, personification, and simile into their writing. This unit includes a Mid-Year assessment to track student progress towards grade-level standards mastery.

Learning Outcomes

- Ability to reference bolded words in the glossary not directly addressed in lessons
- Demonstrate understanding of key vocabulary
- Examine and explain similes
- Draft an informational pamphlet, write a wiki entry, and create a descriptive paragraph
- Utilize literary devices including alliteration, personification, and simile
- Unit Assessment

TEKS Instructed	ELPS	TEKS Formative Assessment	TEKS Summative Assessment
<p>TEKS 4.1.D, 4.2.A.ii, 4.2.A.v, 4.2.B.i, iii, 4.3.A, 4.3.B, 4.3.C, 4.6.A, 4.6.F, 4.6.G, 4.6.H, 4.7.B, 4.7.C, 4.7.D, 4.7.E, 4.7.F, 4.8.A, 4.8.B, 4.9.A, 4.9.D.i-iii, 4.10.C, 4.10.D, 4.10.E, 4.11.A, 4.11.B.i-ii, 4.11.C, 4.11.D.i, iii-iv, ix-xi, 4.12.A, 4.12.B, 4.13.B, 4.13.C, 4.13.E, 4.13.F, 4.13.G</p> <p>Note: See Instructional Strategies for TEKS 4.11.D.ii, 4.11.D.v, 4.11.D.vi</p>	<p>ELPS 1.B, 1.C, 1.D, 1.E, 1.F, 1.H, 2.A, 2.C, 2.E, 3.A, 3.B, 3.C, 3.D, 3.E, 3.F, 3.G, 3.H, 4.C, 4.D, 4.F, 4.I, 4.J, 5.A, 5.B, 5.C, 5.D, 5.E, 5.F, 5.G</p>	<p>TEKS 4.1.D, 4.2.B.i, iii, 4.3.A, 4.3.C, 4.6.F, 4.6.G, 4.6.H, 4.7.B, 4.7.C, 4.7.D, 4.7.E, 4.7.F, 4.10.C, 4.10.D, 4.11.A, 4.11.B.i-ii, 4.11.D.i, iii-v, ix-xi, 4.12.A, 4.12.B, 4.13.C, 4.13.E, 4.13.F</p>	<p>TEKS 4.2.B.iii, 4.3.B, 4.3.C, 4.6.F, 4.6.G, 4.7.B, 4.7.C, 4.7.F, 4.8.A, 4.8.B, 4.9.D.i, iii, 4.10.C, 4.10.E, 4.11.B.i, 4.11.D.x, 4.12.B, 4.13.C</p>



Grade 4 Curriculum Map

Unit 8: Energy

Unit Length: 15 Days

Instructional Lessons: 15 Days

Pausing Point: 0 Days

Unit Assessment: N/A

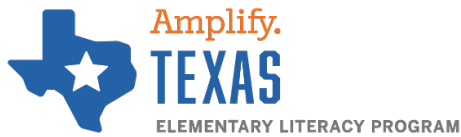
Summary

Students will sequentially construct a timeline of energy development starting in the 19th century with the discovery of oil in Texas. They will build an understanding of the myriad energy sources available today, including fossil fuels and renewable fuels. Working collaboratively, students will research and analyze the challenges and successes of early energy innovators and recognize the role these foundational achievements played in the evolution of the field of energy development. As part of the informational writing process, students will generate research questions about energy and conduct research using primary and secondary sources to answer those questions. Students will write an argumentative essay making their case for a fuel of the future, and they will create energy proposals to showcase their innovative thinking.

Learning Outcomes

- Identify central ideas and key details in the text
- Identify cause/effect and problem/solution relationships in the text
- Make and defend a claim using textual evidence
- Make inferences in texts and draw conclusions
- Identify and gather primary and secondary source information
- Draft, revise, and publish an argumentative essay

TEKS Instructed	ELPS	TEKS Formative Assessment	TEKS Summative Assessment
<p>TEKS 4.1.A, 4.1.C, 4.6.C, 4.6.D, 4.6.E, 4.6.F, 4.6.G, 4.6.H, 4.7.B, 4.7.E, 4.8.A, 4.8.C, 4.8.D, 4.9.E.i, 4.9.E.ii, 4.9.E.iii, 4.9.F, 4.11.A, 4.11.B.i, 4.11.C, 4.11.D, 4.11.E, 4.12.C, 4.13.A, 4.13.C, 4.13.D, 4.13.H</p> <p>Note: See Instructional Strategies for TEKS 4.11.D.ii, 4.11.D.v, 4.11.D.vi</p>	<p>ELPS 1.A, 1.B, 1.C, 1.D, 1.E, 1.F, 1.H, 2.E, 3.D, 3.E, 3.F, 3.G, 3.H, 4.D, 4.F, 4.G, 5.B</p>	<p>TEKS 4.6.D, 4.6.F, 4.6.G, 4.6.H, 4.9.D.iii, 4.9.E.i, 4.9.F, 4.11.A, 4.11.B.i, 4.11.C, 4.11.D, 4.11.E, 4.13.A, 4.13.D</p>	N/A



Grade 4 Curriculum Map

Unit 9: Novel Study: *Hello, Universe*

Unit Length: 17 Days

Instructional Lessons: 14 Days

Pausing Point: 0 Days

Unit Assessment: N/A

End-of-Year Assessment: 3 Days

Summary

This unit is based on the award-winning novel *Hello, Universe* by Erin Entrada Kelly, and is a story about bravery and friendship. It reminds readers how uniquely important each and every person is, and how the universe connects us all. This novel study will help students improve their reading abilities and their enjoyment of authentic texts, and will also encourage them to appreciate other people's perspectives and experiences. Throughout the unit, students will analyze the relationships among the characters in the story to deepen their understanding of the author's message, and to reflect on their own relationships with family and friends. Students will also use a variety of graphic organizers to synthesize and analyze character and plot development as they move toward preparing a character analysis oral presentation. Students will take an End-of-Year assessment, allowing teachers to measure their progress toward mastering grade-level standards.

Learning Outcomes

- Establish a purpose for reading a novel
- Analyze character relationships and interactions
- Generate questions before, during and after reading to deepen understanding
- Identify and understand the elements of plot
- Prepare and present information using appropriate media
- End-of-Year Assessment

TEKS Instructed	ELPS	TEKS Formative Assessment	TEKS Summative Assessment
4.1.C, 4.3.B, 4.6.A, 4.6.B, 4.6.C, 4.6.E, 4.6.F, 4.6.H, 4.7.D, 4.8.A, 4.8.B, 4.8.C, 4.8.D, 4.10.A, 4.10.E, 4.10.F, 4.10.G, 4.11.A, 4.11.B.ii, 4.11.C, 4.11.D, 4.12.D, 4.13.E, 4.13.H Note: See Instructional Strategies for TEKS 4.10.F, 4.10.G, 4.11.D.ii, 4.11.D.v, 4.11.D.vi	1.A, 1.C, 1.D, 1.E, 1.F, 1.H, 2.D, 2.E, 2.G, 2.H, 2.I, 3.A, 3.B, 3.D, 3.E, 3.F, 3.G, 3.H, 4.D, 4.F, 4.G, 4.J, 4.K, 5.A, 5.B, 5.D, 5.F, 5.G	4.6.B, 4.6.C, 4.6.E, 4.6.H, 4.8.A, 4.8.B, 4.8.C, 4.8.D, 4.10.A, 4.10.E, 4.10.F, 4.10.G, 4.11.D, 4.13.H	N/A