



# Fourth Grade Instructional Plan for Reading Language Arts: First Semester

## Course Overview:

Fourth Grade Reading Language Arts (RLA) follows the Texas Bluebonnet Learning curriculum, which helps students become confident, thoughtful readers, writers, speakers, and listeners. Throughout the year, students engage with a rich collection of literary and informational texts that build knowledge across a variety of topics while strengthening comprehension and critical thinking skills.

Students learn to analyze story elements, themes, characters, and author's purpose while exploring fiction, nonfiction, poetry, and drama. Instruction emphasizes close reading, academic vocabulary, and using text evidence to support ideas in both discussion and writing. Students develop reading fluency, expand their vocabulary through meaningful word study, and strengthen comprehension by making inferences, summarizing, comparing texts, and analyzing text structures.

Writing is integrated with reading as students respond to texts, compose informational, narrative, and opinion pieces, and practice the writing process. Monthly learning experiences may include reading journals, collaborative discussions, writing projects, and presentations that encourage students to communicate their understanding effectively.

By the end of the course, students will be able to read and analyze grade-level texts independently, apply comprehension strategies across multiple genres, write using evidence from texts, and demonstrate the communication skills outlined in the Texas Essential Knowledge and Skills (TEKS).

## Throughout the year, students will:

- Build strong reading comprehension through close reading of literary and informational texts.
- Read grade-level texts with increasing fluency, accuracy, and expression.
- Expand academic vocabulary through morphology, context clues, and meaningful word study.
- Analyze characters, themes, text structures, author's purpose, and central ideas using text evidence.
- Strengthen grammar, language conventions, and sentence construction in reading and writing.
- Write narrative, informational, and opinion pieces using the writing process and evidence from texts.
- Participate in collaborative discussions, presentations, and speaking and listening activities to share ideas and deepen understanding.
- Develop critical thinking skills by making inferences, comparing texts, summarizing, and synthesizing information across genres.



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## **Classroom Expectations**

Our classroom is a safe, welcoming learning environment where every student is valued and encouraged to grow academically and socially. We work together to create a positive community built on respect, responsibility, kindness, and perseverance. Students are expected to actively participate, collaborate with classmates, and always do their best.

### **Be Respectful**

- Use kind words and an appropriate voice level.
- Raise your hand and wait to be called on before speaking.
- Listen carefully to teachers and classmates.
- Follow directions the first time they are given.
- Stay in your assigned area unless you have permission to move.

### **Be Responsible**

- Come to class prepared with all necessary materials.
- Complete assignments and classroom tasks on time.
- Take ownership of your learning and ask questions when you need help.
- Care for classroom materials and personal belongings.

### **Be Safe**

- Keep your hands, feet, and objects to yourself.
- Walk safely throughout the classroom and school.
- Use classroom materials appropriately.
- Report concerns or problems to a trusted adult.

### **Be Ready to Learn**

- Arrive on time and prepared each day.
- Attend school regularly and participate actively.
- Try your best, even when learning is challenging.
- Maintain a positive attitude and encourage others to succeed.

Positive reinforcement, consistent routines, and clear expectations will help students develop responsibility, confidence, and a love of learning. When expectations are not met, the teacher will first provide reminders, reteach the expected behavior, and offer opportunities for students to make better choices. If concerns continue, students will be redirected, families will be contacted, and additional interventions may be implemented. When necessary, repeated or serious behaviors may result in an office referral in accordance with campus and district policies.

## **Attendance Policy & Its Importance**

Regular attendance is essential for academic success. In fourth grade, students transition from learning to read to reading to learn, and each day's instruction builds on the last. Attending school consistently helps students strengthen reading and writing skills, build knowledge, and stay engaged in classroom learning. Arriving on time and attending daily whenever possible gives students the best opportunity to succeed.



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**Please notify the school if your child will be absent.** Frequent or extended absences may make it more difficult for your child to learn necessary foundational skills that ensure student success this year and in future school years.

## Learning Objectives

By the end of the first semester, students will be able to:

- Read and comprehend a variety of grade-level literary and informational texts.
- Analyze characters, themes, central ideas, text structures, and author's purpose using text evidence.
- Make inferences, summarize, compare texts, and explain their thinking through discussion and writing.
- Read with increasing fluency, accuracy, and expression.
- Build academic vocabulary by using context clues, morphology (prefixes, suffixes, and root words), and word relationships.
- Write narrative, informational, and opinion pieces using the writing process and evidence from texts.
- Apply grade-level grammar, spelling, and language conventions in speaking and writing.
- Participate in collaborative discussions, presentations, and close reading activities that deepen understanding of complex texts.

## Course Resources

Students will use the following resources throughout the school year:

- Chromebook (provided by Midland ISD)
- Bluebonnet Learning RLA curriculum (classroom instructional materials)
- i-Ready (personalized reading support and skill practice)
- Reading and writing journals
- Classroom library and mentor texts
- Required school supplies (pencils, notebooks, and other writing materials)

## Grading Policy

This class follows the Midland ISD Grading Guidelines. Students will be evaluated using a variety of assignments that measure their understanding of the Texas Essential Knowledge and Skills (TEKS).

## Grade Categories

- Major Assignments (40%) – Unit tests, writing assessments, projects, and other major evaluations.
- Minor Assignments (60%) – Classwork, quizzes, daily assignments, and other practice activities. Homework may be included but will not count for more than 25% of the minor grade.

The goal of grading is to provide meaningful feedback, monitor student progress, and support continued academic growth.



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### **Class DoJo (School-wide System of Communication)**

Our campus uses ClassDoJo to communicate with families. Please ensure you join our class for important updates.

### **Behavior Monitoring: PBIS App**

In our class, we use the PBIS Rewards app to recognize positive behavior and academic effort. Students can earn points for meeting expectations such as being prepared, participating, showing respect, and working hard. Points can be redeemed for rewards and privileges. This system helps us build a positive classroom culture where everyone feels encouraged to do their best.

Major and minor office referrals for negative behavior will be documented through this app as well. Please feel free to reach out with any questions or concerns. We are excited to work together to make this a successful year of learning!

### **Contact Information**

Teacher Name: Mileidy Herrera

Email: [mileidy.herrera@midlandisd.net](mailto:mileidy.herrera@midlandisd.net)

Phone: (432)240-7600

Conference Period: 9:15-10:00

### **Please fill out the portion below and return this portion to your teacher.**

We acknowledge that we have read and that we understand the expectations in Fourth Grade Reading Language Arts. We agree to contact the teacher should we have any questions or concerns regarding this instructional plan.

Parent Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

Cell Phone Number: \_\_\_\_\_

E-Mail: \_\_\_\_\_

Parent Signature : \_\_\_\_\_

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_