



FISD Fourth Grade Composition Learning Progression

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



FISD Fourth Grade Conventions Learning Progression

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



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"> • Develop questions about a shared text to use in a book club or for an interactive read aloud • Rewrite an informational text as a different text structure or organizational pattern • Create new print and graphic features for an informational text
3.0 ★	4NW	4.6 4.10B 4.7B	I can read multiple grade level texts independently in order to: <ul style="list-style-type: none"> • Write a summary using the central idea and supporting evidence maintaining meaning and logical order • Analyze how the use of an organizational pattern as a text structure contributes to the author's purpose • Write a response comparing and contrasting ideas across different sources using text evidence
2.5	3NW	4.6 4.7D 4.10C	I can read multiple grade level texts independently in order to: <ul style="list-style-type: none"> • Identify the components of a summary and orally state the summary using the fundamental components while maintaining meaning and logical order • Analyze how the author's use of print and graphic features achieves specific purposes
2.0		4.6 4.9Diii 4.10B 4.7D	I can read multiple grade level texts independently in order to: <ul style="list-style-type: none"> • Identify the author's use of different text structures to present information in the same text • Write a response identifying similarities and/or differences between two different texts read using text evidence
1.5	2NW	4.6 4.9Di 4.9Diii 4.10B	I can read multiple texts in order to: <ul style="list-style-type: none"> • Describe information gained from a variety of print and graphic features (including pronunciation guides and diagrams) • Identify facts, details, or examples that support the central idea • Identify organizational patterns (including compare and contrast)
1.0	1NW	4.6 4.10A	I can listen to grade level texts read aloud in order to: <ul style="list-style-type: none"> • Identify the central idea and understand the connection to author's message • Write a response identifying the author's purpose with text evidence
0.5			Prerequisite Skills: I can use comprehension strategies to: <ul style="list-style-type: none"> • Write a response that includes text evidence Or 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 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"> • Develop questions about a shared text to use in a book club or for an interactive read aloud • Create and perform a play based off of a literary text • Change one character trait of a main character to the opposite trait and summarize how that would influence the plot
3.0 ★	4NW	4.6 A-I 4.7B 4.7D	I can read multiple grade level texts independently in order to: <ul style="list-style-type: none"> • Use text evidence to summarize a text, while maintaining meaning and logical order • Use text evidence to write a response comparing and contrasting ideas across different sources
2.5	3NW	4.6 A-I 4.7D 4.8A 4.8C 4.8B	I can read multiple grade level texts independently in order to: <ul style="list-style-type: none"> • Infer and explain the message by using specific evidence from the text • Explain how the characters' interactions are related to the changes the character goes through throughout the events in the text. • Identify the components of a summary and orally state the summary using the fundamental components
2.0		4.6 A-I 4.7B 4.8A 4.10	I can read multiple grade level texts independently in order to: <ul style="list-style-type: none"> • Explain how the author's use of language and word choice contributes to author's purpose using specific text evidence • Write a response identifying similarities and/or differences between two different texts read using text evidence
1.5	2NW	4.6 A-I 4.8B 4.8C 4.10	I can read multiple texts in order to: <ul style="list-style-type: none"> • Discuss the changes a character goes through and their interactions with other characters • Demonstrate an understanding of how specific events provide a predictable structure • Identify and discuss a variety of genre-specific craft elements • Use text evidence to write a response about the changes a character goes through and their interactions with other characters
1.0	1NW	4.6 A-I 4.8A 4.8B 4.8C	I can listen to grade level texts read aloud in order to: <ul style="list-style-type: none"> • Identify and retell plot elements (rising action, climax, falling action, resolution) to respond in ways that maintain meaning and logical order • Describe the characters traits at the beginning and end of the story using text evidence • Use text evidence to write a response discussing a basic theme from the text and distinguish theme from topic
0.5			Prerequisite Skills: I can use comprehension strategies to: <ul style="list-style-type: none"> • Write a response that includes text evidence Or 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 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"> ● Create an online game that matches a specific skill ● Create a picture book to define homophone differences ● Write a poem using prefixes
3.0 ★	4NW	4.2Bi 4.2Bii 4.2Bv 4.2Bvi 4.11Dxi	I can: <ul style="list-style-type: none"> ● Use skills learned throughout the year to accurately spell multisyllabic words in authentic writing context ● Spell and/or edit writing for high frequency words
2.5		4.2Bii	I can: <ul style="list-style-type: none"> ● Spell a variety of common homophones accurately ● Determine the correct spelling of a homophone based on the meaning of the sentence
2.0	3NW	4.2Bi 4.2Bv 4.2Bvi	I can: <ul style="list-style-type: none"> ● Spell multisyllabic words with r-controlled and final stable syllables ● Spell by changing <i>y</i> to <i>i</i> and adding a suffix ● Demonstrate understanding of the meaning of a word when a prefix is added
1.5	2NW	4.2Bi 4.2Bv 4.2Bvi	I can: <ul style="list-style-type: none"> ● Spell multisyllabic words with VCe and vowel team syllables (including digraphs and diphthongs) ● Spell by dropping the <i>e</i> and adding a suffix ● Explain the meaning of common prefixes
1.0	1NW	4.2Bi 4.2Bvi	I can: <ul style="list-style-type: none"> ● Spell multisyllabic words with closed and open syllables ● Spell suffixes by doubling the consonant
0.5			Prerequisite Skills: I can use comprehension strategies to: <ul style="list-style-type: none"> ● Spell two syllable words using varying syllable types Or partial understanding of the 1.0 content