



# Fourth Grade Instructional Plan for Reading: First Semester

## Course Overview

Fourth Grade Reading is designed to develop confident and capable critical readers and writers. Students will explore both nonfiction and narrative texts to deepen their understanding of the human experience. They'll study real people's lives through true stories written like fiction, learning about setting, characters, conflicts, resolutions, and cause-and-effect relationships. Students will practice finding and using text evidence, reading a variety of complex texts, and completing writing tasks that strengthen their critical thinking and communication skills. This unit also builds knowledge about inventions and encourages curiosity and problem-solving. We'll focus on key literary skills—plot, character, and theme—by analyzing complex characters and rich, descriptive language. Students will also study an important Social Studies topic: how America gained independence from Great Britain. They'll make inferences, support them with evidence, and learn how authors structure texts to share information effectively. Lessons will be explicit, systematic, and scaffolded to ensure all learners build accuracy and confidence in meeting grade-level expectations.

## Throughout the year, students will:

- Read with fluency and expression
- Expand vocabulary and knowledge of word structure
- Develop comprehension strategies for multiple genres
- Learn grammar and language conventions
- Strengthen decoding and word recognition skills
- Write in multiple modes (narrative, opinion, informational)
- Engage in speaking, listening, and collaborative discussions
- Learn to construct SCR and ECR responses that will be STAAR aligned.
- Learn STAAR aligned TEKS that will prepare them for STAAR work.

## Contact Information

Teacher Name: Antonio Jimenez

Email: [antonio.jimenezrodri@midlandisd.net](mailto:antonio.jimenezrodri@midlandisd.net)

Phone: 432-240-8600

## Classroom Expectations

Our classroom is a safe learning place, which encourages teamwork, positive feedback, and academic achievement. All students will be respectful to others. We will be good listeners to the teacher and to other's ideas. All students will be hard working contributors in the process of getting their education in order to be successful and reach their full potential.



# Fourth Grade Instructional Plan for Reading: First Semester

## Expectation 1: Be respectful

- Use appropriate voice level
- Raise your hand, and wait your turn to speak
- Listen to all instructions and directions
- Stay in your seat and wait for teacher permission

## Expectation 2: Be responsible

- Complete all assigned tasks
- Be prepared: Have all necessary materials

## Expectation 3: Be safe

- Always keep your hands and feet to self
- Walk at all times
- Report problems to an adult

## Expectation 4: Be ready to learn and try your best every day!

- Come to class on time
- Prioritize daily attendance

Positive reinforcement and clear routines will help students learn and meet these expectations. If expectations are not met, the teacher will first reteach and remind the student(s) of expectations. If a student continues to fail to meet expectations, they will be redirected, then parents will be contacted. If a student is unable to meet expectations after these preventative measures, an office referral will be made.

### Daily Consequences

Level 1: Reteach Classroom Expectations

Level 2: Individual reminder with name on board

Level 3: Modification/Redirection add a check next to name.

Level 4: Two checks by name parent contact and Office Referral

### **Attendance Policy & Its Importance**

Regular attendance is vital to your child's academic development. Fourth grade is a pivotal year in Math. When students attend daily, they stay current with new skills, deepening their knowledge of the world, develop thinking skills, and practice important habits that support lifelong learning.

**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. If you notify the teacher that will allow us to gather work for your scholar that way you can come pick it up or we can send it with your child upon their return.



# Fourth Grade Instructional Plan for Reading: First Semester

**Learning Objectives - By the end of the first semester, students will be able to:**

- Determine specific people's contributions based on the events in the text.
- Notice these texts follow patterns of literary text, and use literary language to explain parts of text.
- Use the details to synthesize information about characters.
- Notice patterns among people who make lasting contributions.
- Use details to develop knowledge about inventions over time.
- Consider the ethics of different inventions.
- Learn about characters by noticing details through the multiple perspectives of different characters.
- Determine how characters change over time through turning points in the story.
- Determine how the patterns in the text develop the characters and theme.
- Use multiple perspectives to determine the importance of a significant time in history.
- Determine the big idea of the Revolutionary War through details.
- Use text evidence to notice how perspectives and options changed over time.

## **Course Resources**

- Chromebook (provided by Midland ISD)
- - Journals and writing utensils (part of the school supply list)
- - Amplify, i-Ready and Lonestar
- - Typing.com

## **Grading Policy**

*According to Midland ISD Grading Policy:*

Teachers are expected to use a variety of types of student work performance to assess student achievement. The teacher should choose those which are most appropriate to the class, the students, and the TEKS/SEs under study.

Students will receive minor assignment feedback within three to five school days. Major assignments such as research projects, group projects, and research papers or other long-term projects shall receive a final cumulative grade within ten school days. However, the teacher shall award interim minor assessment grades for individual steps in the process.

Major assignments - 40%

Minor assignments - 60%

Which may include homework; however, homework may not constitute more than one fourth of the minor assessment summative grade.

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

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



## Fourth Grade Instructional Plan for Reading: First Semester

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!

---

**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 Third 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: \_\_\_\_\_