



Fourth Grade Instructional Plan for Reading Language Arts: First Semester

Course Overview:

Fourth grade will focus on building strong reading habits and foundational skills. They explore fiction, nonfiction, and poetry, learning to identify story elements, main ideas, and text features. Vocabulary is developed through context clues and word parts, while fluency is improved through regular oral reading. Students practice key comprehension strategies such as predicting, summarizing, inferring, and comparing texts. Monthly activities include reading journals, group discussions, and creative projects. By the end of the semester, students should be able to read independently, understand a variety of texts, and express their thinking with text-based evidence.

Throughout the year, students will:

- Strengthen decoding and word recognition skills
- Read with fluency and expression
- Expand vocabulary and knowledge of word structure
- Develop comprehension strategies for multiple genres
- Learn grammar and language conventions
- Write in multiple modes (narrative, opinion, informational)
- Engage in speaking, listening, and collaborative discussions

Contact Information

Teacher Name: Mileidy Herrera

Email: mileidy.herrera@midlandisd.net

Phone: (432)240-7600

Conference Period: 12:00-12:45

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.

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



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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.

Attendance Policy & Its Importance

Regular attendance is vital to your child's academic development. Third grade is a pivotal year in reading - students move from learning to read to reading to learn. 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.

Learning Objectives

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

Using Amplify Knowledge and Skills, students will develop literacy skills such as:

Foundational Literacy Skills:

- Decode multisyllabic words using phonics and morphology
- Read with accuracy, expression, and self-correction
- Use prefixes, suffixes, and root words to determine meaning

Reading Comprehension:

- Identify main idea and supporting details in nonfiction
- Analyze story elements (characters, setting, plot, theme)
- Make inferences and cite text evidence
- Summarize texts accurately

Vocabulary & Language:

- Use context clues to define new words
- Understand figurative language (simile, metaphor, personification)
- Expand vocabulary through reading and discussion

Genre & Text Types:

- Read and respond to fiction, nonfiction, and poetry
- Recognize and use text features (headings, captions, diagrams)
- Compare and contrast across texts



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Course Resources

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

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.

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. Any communication about behavior issues will be communicated through class DoJo.

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!



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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: _____