



Course Name: Fourth Grade
School Year: 2025-2026

Course Purpose and Relevance:

The **primary content focal areas** in SLA are listening, speaking, reading, writing, and thinking.

In Reading, students read and understand various literary and informational texts. In Writing, students compose texts from a variety of genres and in response to the texts they are reading. With effective Listening and Speaking skills, students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups. Regarding Oral and Written Conventions, students learn how to use the oral and written conventions of the English language in speaking and writing. Students should read and write on a daily basis.

Overview of Student Outcomes: The student...

- reads grade-level text with fluency and comprehension.
- understands new vocabulary and uses it when reading and writing.
- analyzes, makes inferences, and draws conclusions about them and genre in different cultural, historical, and contemporary contexts and provides supportive text evidence.
- understands, makes inferences, and draws conclusions about the structure and elements of fiction, literary nonfiction, poetry, and drama, and provides supportive text evidence.
- understands, makes inferences, and draws conclusions about how an author's sensory language creates imagery in literary text and provides supportive text evidence.
- analyzes, makes inferences, and draws conclusions about the author's purpose in cultural, historical, and contemporary contexts and provides supportive text evidence.
- analyzes, makes inferences, and draws conclusions about expository and persuasive text, and provides supportive text evidence.
- understands how to glean and use information in procedural texts and documents.
- uses comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning.
- uses elements of the writing process to compose texts.
- writes literary texts to express ideas and feelings, personal narratives about own experiences, expository and procedural/work-related texts to communicate ideas and information, and persuasive texts to influence attitudes or actions.
- understands the function and use of conventions of academic language when speaking and writing
- writes legibly, uses capitalization and punctuation conventions, and spells correctly in compositions
- asks open-ended questions and develops a plan for answering them
- uses comprehension skills to listen attentively to others in formal and informal settings
- speaks clearly and to the point, using the conventions of language
- works productively with others in teams



How to Assist Your Learner at Home: Search CCISD website for a Standards Based Grading parent guide.

Link to Course TEKS on State website:

[Texas Essential Knowledge and Skills 4th Grade](#) [STAAR Reading Resources for Parents](#)

4th Grade Dual Language Year at a Glance: 2025-2026

Aug. 13-15	Unit 1: Classroom Community: Our Names, Our Community (4 Weeks) <i>Essential Question: How can we honor each other's differences to build our classroom community?</i> <i>Genre(s): Realistic Fiction, Informational</i> Writing Process: Personal Narratives	
Aug. 18-22		
Aug. 25-29		
Labor Day 9/1 Sep. 2-5		
Sep. 8-12	Unit 2: Communication Nation (5 Weeks) <i>Essential Question: What forms can communication take?</i> <i>Genre(s): Informational, Literary Nonfiction</i> Writing Process: Responding to Reading (Short Constructed Response) <i>Additional Writing Opportunities: Informational Compositions/Essays</i>	
Sept. 15-19		
Sept 22-26		
IP Day 9/29 Sept 30-Oct 3		
Oct. 9-9 Holiday 10/10		
Holiday/ PL 13/14 Oct. 15-17	Unit 3: Tricksters and Tall Tales (5 weeks) <i>Essential Question: What lessons can you learn from characters in traditional tales?</i> <i>Genre(s): Traditional Stories & Poetry</i> Writing Process: Compose one well-developed personal narrative. <i>Additional Writing Opportunities: Traditional Trickster Tales or Poetry</i>	
Oct. 20-24		
Oct. 27-31		
Nov. 3--7 PL 11/4		
Nov. 10-14		
Nov. 17-21	Unit 4: Food for Thought- Healthy Bodies (4 weeks) <i>Essential Question: What can we do to make more healthful and sustainable food choices?</i>	
Nov. 24-28	Thanksgiving	
Dec 1-5	Unit 4: Food for Thought- Healthy Bodies (cont'd) <i>Essential Question: What can we do to make more healthful and sustainable food choices?</i> <i>Genre(s): Informational, Argumentative, Realistic Fiction</i> Writing Process: Argumentative <i>Additional Writing Opportunities: HMH: Bug Bites (Advertisement)</i>	
Dec. 8-12		
Dec. 15-19 Early Release 12/19 **End of 2nd 9 Weeks**		



Dec. 22-26	Christmas Break	Christmas Break
Dec 29- Jan 2		
IP Day 1/5 Jan. 6-9	Unit 5: People and Animal Relationships (5 weeks) <i>Essential Question: How do humans and animals rely on each other for support and assistance, and what can we learn from these reciprocal relationships?</i> Genre(s): Informational, Literary Fiction Writing Process: Informational Compositions Additional Writing Opportunities: HMH: On Sea Turtle Patrol (Advertisement)	
Jan 12-16		
MLK Holiday 1/19 Jan. 20-23		
Jan. 26-30		
Feb 2-6		
Feb. 9-13		
PL 2/16 Feb. 17-20	Unit 6: The Impacts of Extreme Weather and Natural Disasters (4 Weeks) <i>Essential Question: What can we learn from studying past weather events and natural disasters to better prepare for the future?</i> Genre(s): Informational, Literary Nonfiction Writing Process: Informational and Argumentative Responding to Text Additional Writing Opportunities: HMH- Galveston Hurricane of 1900 News story	
Feb 23-27		
March 2-6		
End of 3rd 9 Weeks		
March 17-21		
PL 3/20 March 16-19	Unit 7: Genre Review and STAAR Prep (5 Weeks) <i>Essential Question: How can understanding genre characteristics and literary elements enhance our reading comprehension?</i> Genre(s): Review All Writing Process: Informational Compositions and Argumentative Essays to Respond to Text(s)	
Mar. 23-27		
Good Friday 4/3 Mar. 30-April 2		STAAR April 14 Make-up: April 15
April 6-10		
April 13-17		
April 20-24	Unit 8: Exploring Earth's Natural Wonders (5 Weeks) <i>Essential Question: How do different environments and wonders around the world inspire curiosity, exploration, and understanding?</i> Genre(s): Informational Writing Process: Research and Inquiry Additional Writing Opportunities: Reflection/Celebration or HMH: Coral Reefs Correspondence Writing	
April 27- May 1		
May 4-8		
May 11-15		
May 18-21 Early Release 5/21		