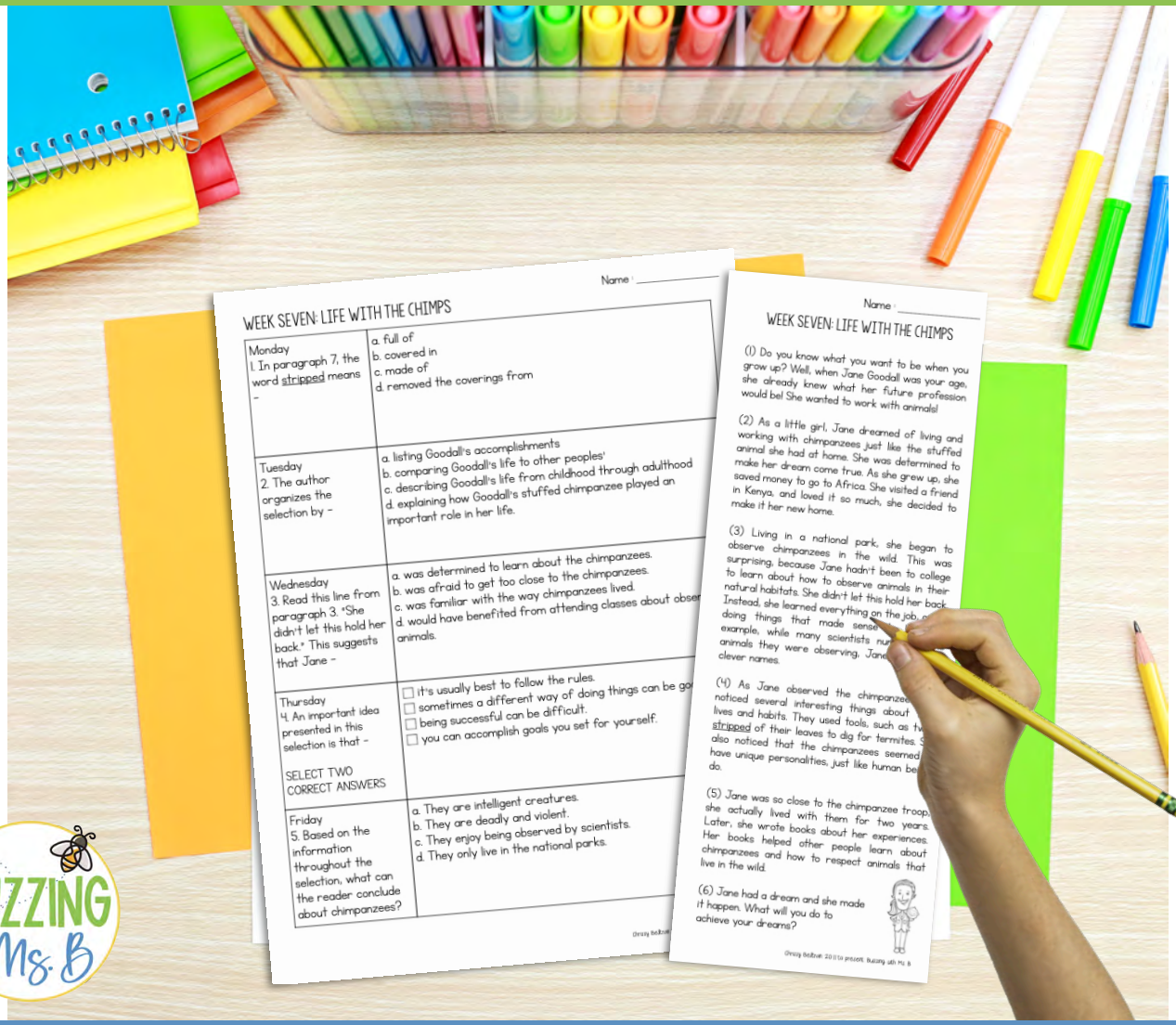
FOURTH GRADE TEXAS READING PASSAGES



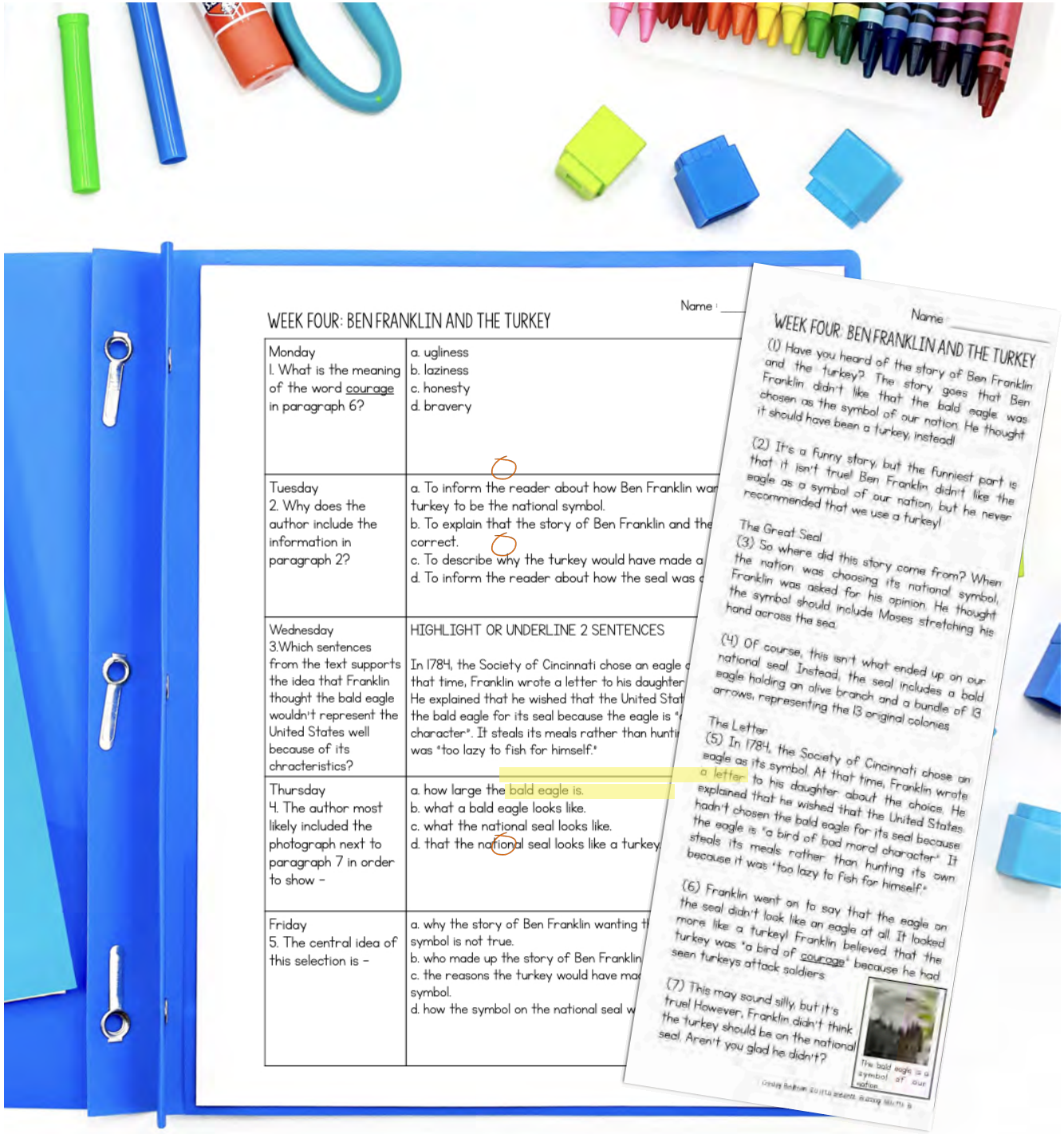
- 30 passages
- 5 questions for each passage
- 200+ Academic vocabulary cards
- 6 sets of paired selection questions
- TEKS Tracker & alignment docs

BUZZING with Ms. B

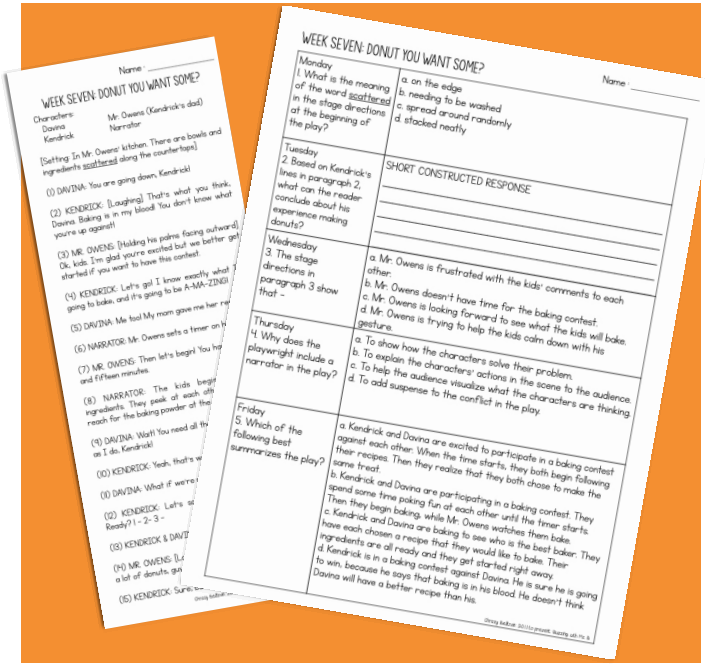
HELP YOUR STUDENTS PRACTICE & REVIEW FOR STAAR!

THEE PASSAGES ARE PERFECT FOR...

- ✓Spiral review
- ✓Exit tickets
- ✓Bell ringers
- ✓Quizzes
- ✓Daily warm-up
- ✓Small group
- ✓Test prep
- ✓Review camp
- ✓Summer School



How to use this resource

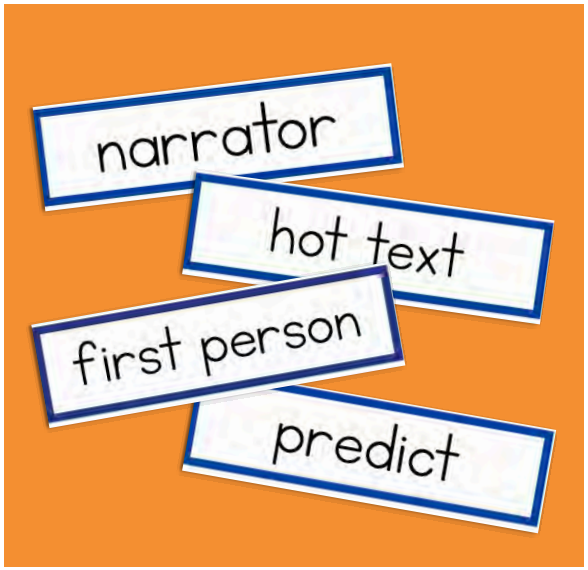


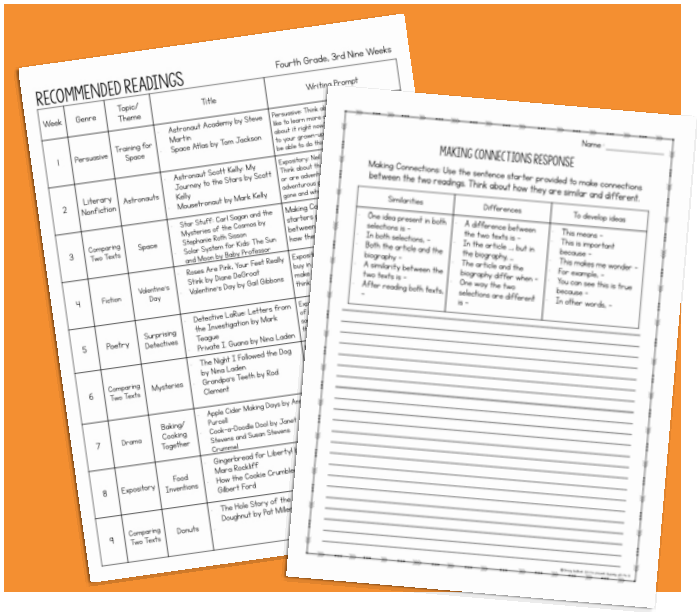
ONE PASSAGE A WEEK

and one question a day for an all-inclusive spiral review all year long. Spend 10 minutes a day and get a great review!

INTRODUCE VOCABULARY

In the questions that kids will see on their test

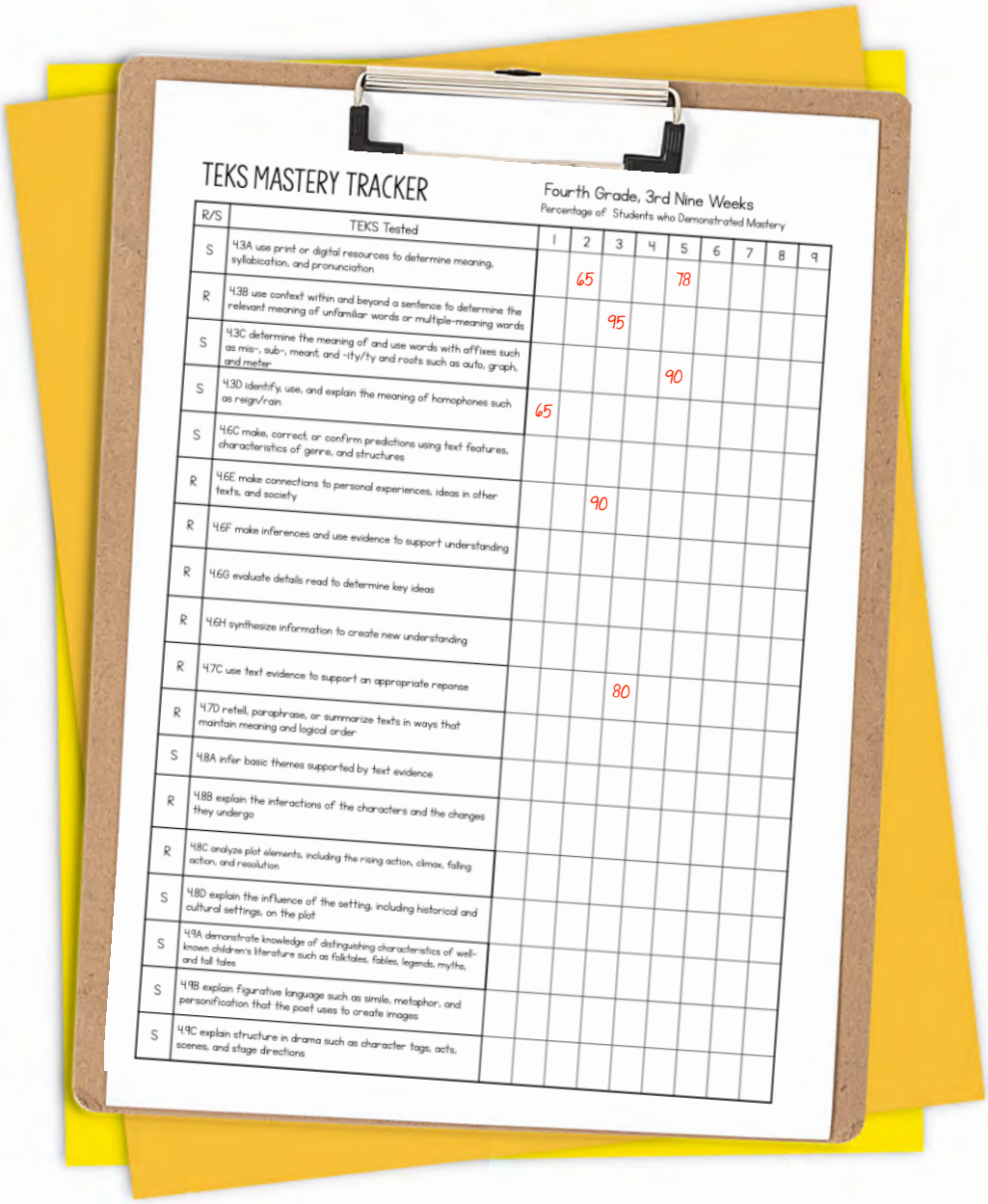




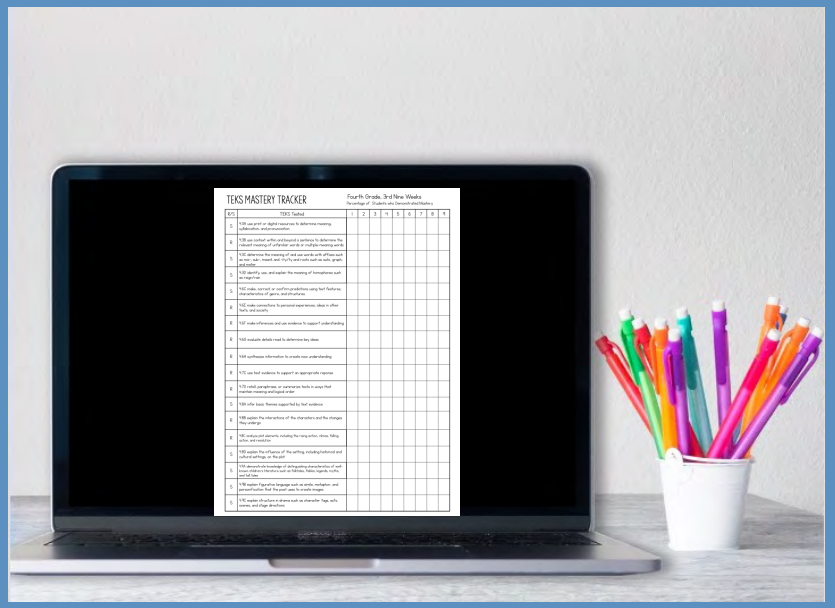
USE INCLUDED WRITING RESPONSE PROMPTS

To practice extended constructed responses

Use the included TEKS Tracker



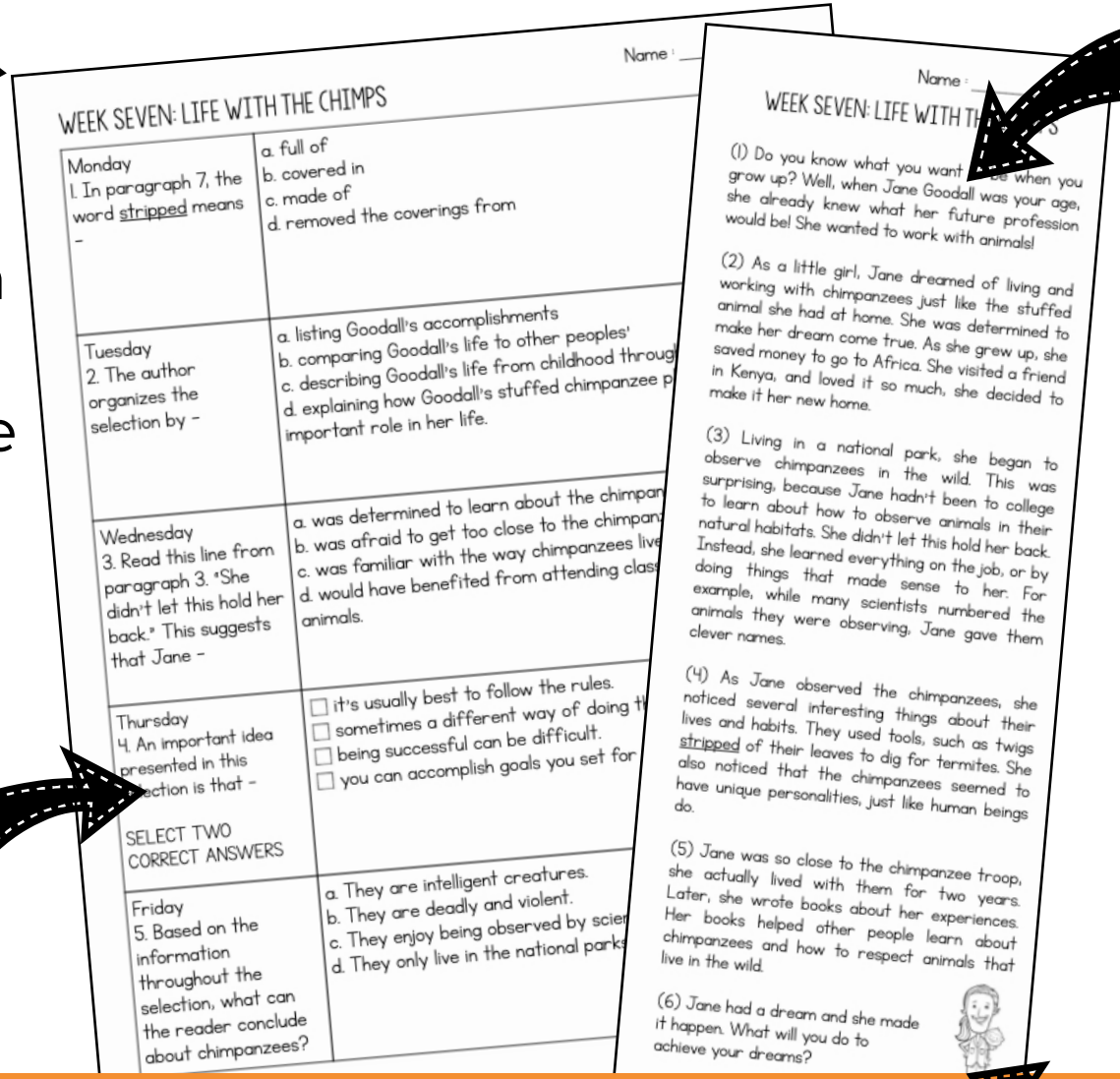
- ✓Every tested TEKS from the assessed curriculum guides from has been added to the tracker.
- ✓Track your students' progress all year! All tested TEKS are included in the bundle.
- ✓Editable pdf included so you can record percentages for each week and each TEKS.
- ✓Student answer docs & answer keys included



YOU'LL LOVE THESE PASSAGES!

One question every day aligned to the tested TEKS.

New question types are included (hot text, multi-select, multipart and SCR!)

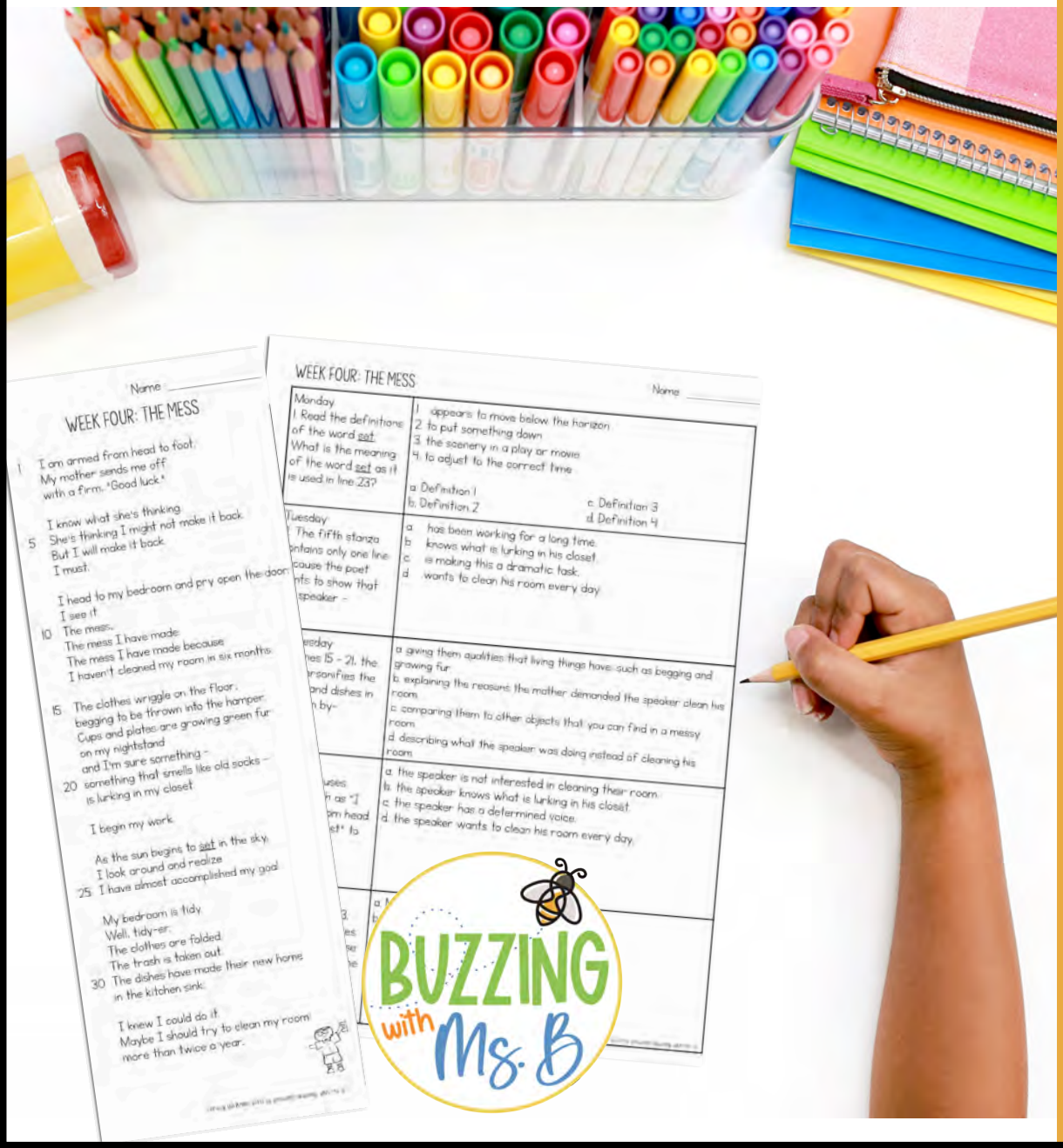


Nine weeks of passages aligned to tested genres in fourth grade.

Short passages help you cover more TEKS every week

REVIEW ALL TESTED TEKS!

Passages included in the 1st nine weeks



- ✓The Frog Prince (folktale)*open-ended questions
- ✓When Life Gives You Lemons (fiction)*open-ended questions
- ✓Chrysalis (poetry)*open-ended questions
- ✓The Mess (poetry)
- ✓Something Special (multicultural fiction)
- ✓The Life & Times of Sam Houston (literary nonfiction)
- ✓Life with the Chimps (Jane Goodall's biography)
- ✓When Hunger Strikes (drama)
- ✓Day of the Dead (drama)

PASSAGES FOR THE 2ND NINE WEEKS

THE RIGHT BEAK FOR ME – INFORMATIONAL



TOBY'S TURKEY – DRAMA



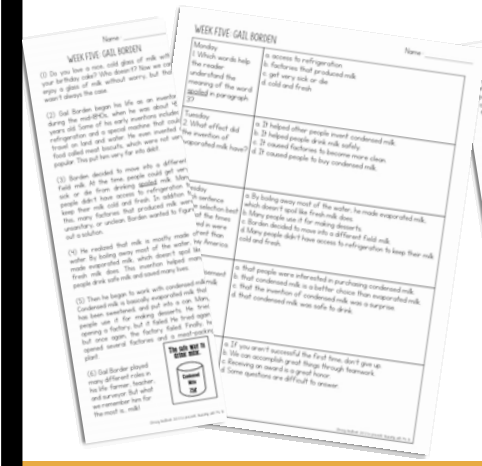
THE SMARTEST PUP ON THE BLOCK– INFORMATIONAL



BEN FRANKLIN & THE TURKEY – LITERARY NONFICTION



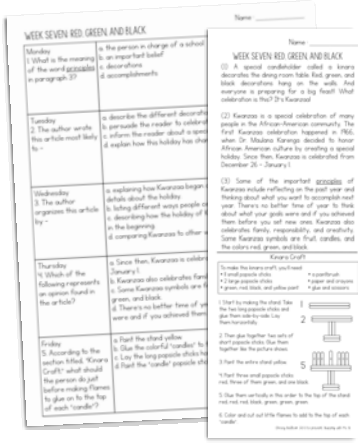
GAIL BORDEN –LITERARY NONFICTION



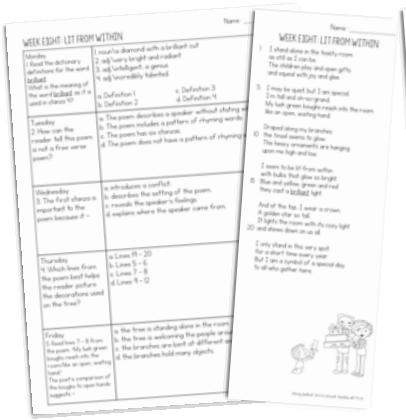
THE POWER OF WIND – INFORMATIONAL



RED, GREEN, AND BLACK – INFORMATIONAL



LIT FROM WITHIN– POETRY



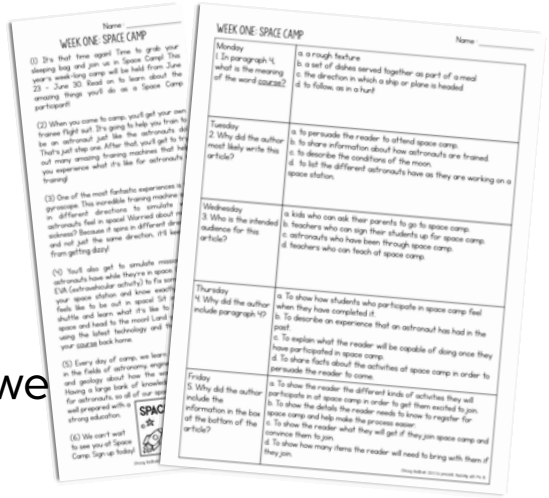
UNIQUE CHRISTMAS TRADITIONS – INFORMATIONAL



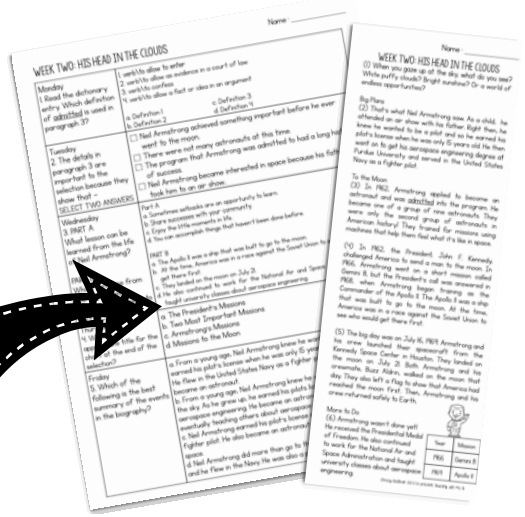
NINE PASSAGES WITH 5 QUESTIONS EACH

3RD NINE WEEKS: PAIRED SELECTIONS

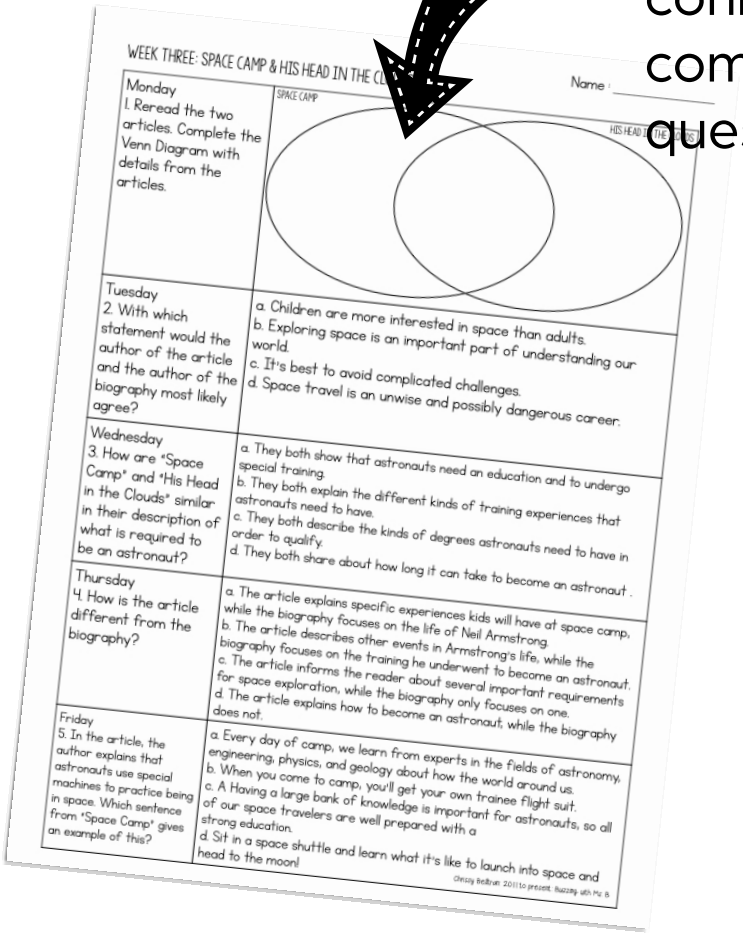
1. Read the first selection and answe the questions



2. Read the second selection and answer the questions



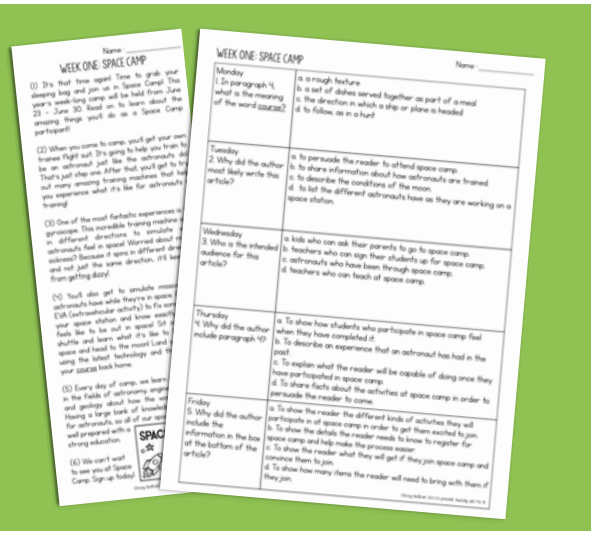
3. Answer the connections/ comparing questions



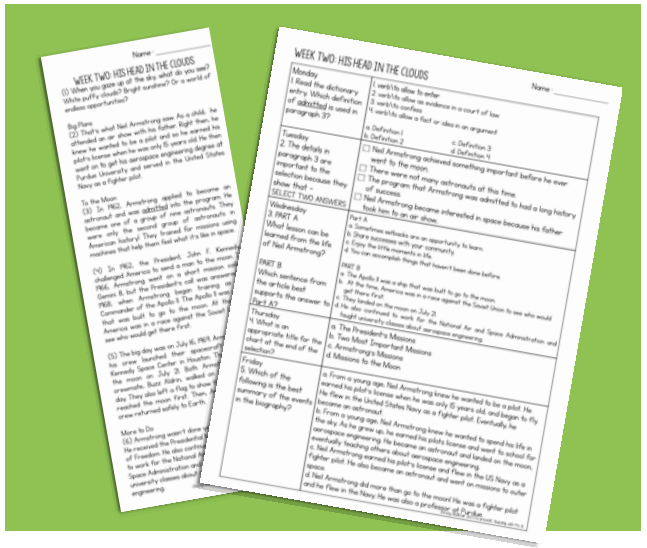
3 SETS OF PAIRED SELECTIONS WITH QUESTIONS

PASSAGES IN THE 2ND NINE WEEKS

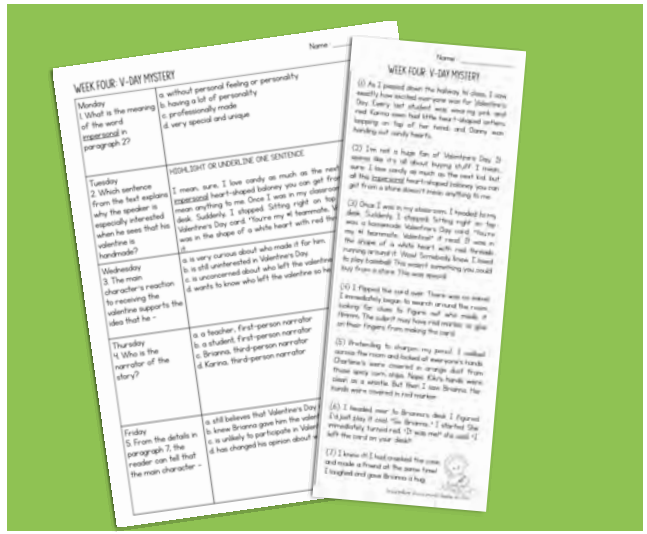
SPACE CAMP – PERSUASIVE



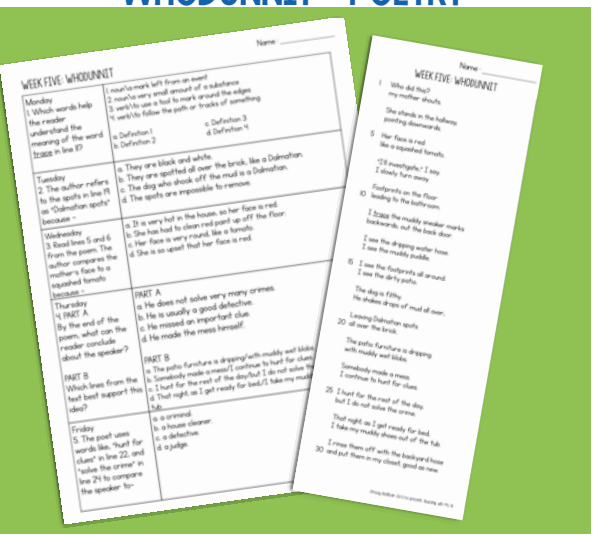
HIS HEAD IN THE CLOUDS – LITERARY NONFICTION



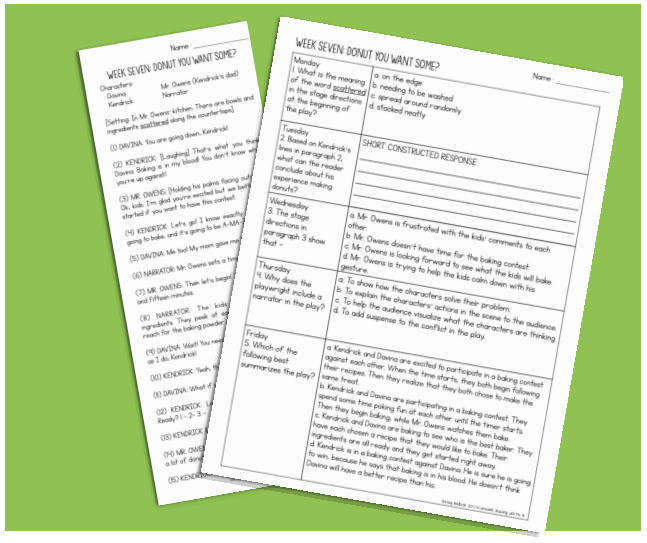
V-DAY MYSTERY – FICTION



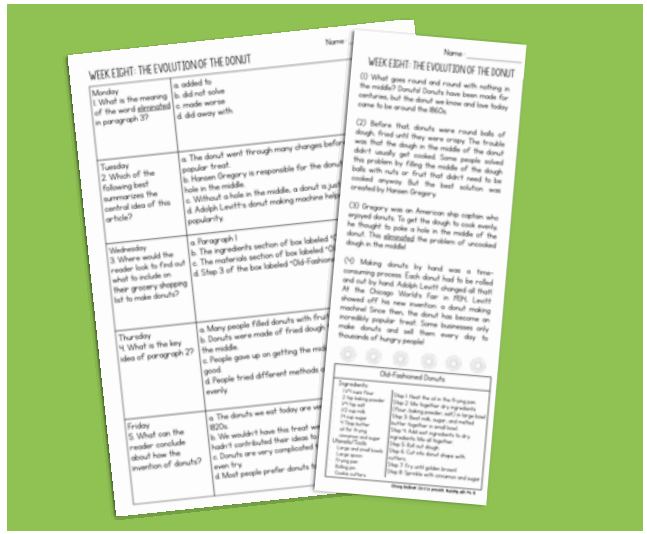
WHODUNNIT – POETRY



DONUT YOU WANT SOME? – DRAMA



THE EVOLUTION OF THE DONUT – INFORMATIONAL



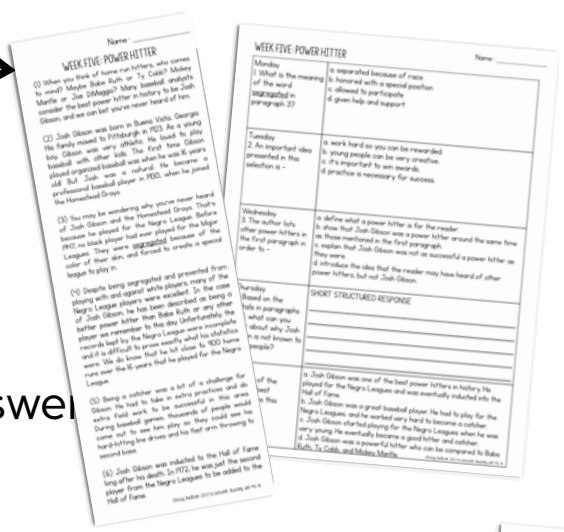
6 PASSAGES & 3 SETS OF CONNECTION –COMPARING QUESTIONS

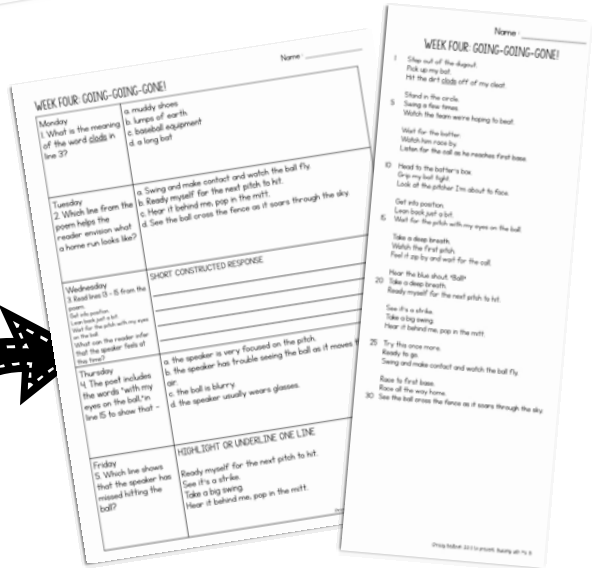
4TH NINE WEEKS: PAIRED SELECTIONS

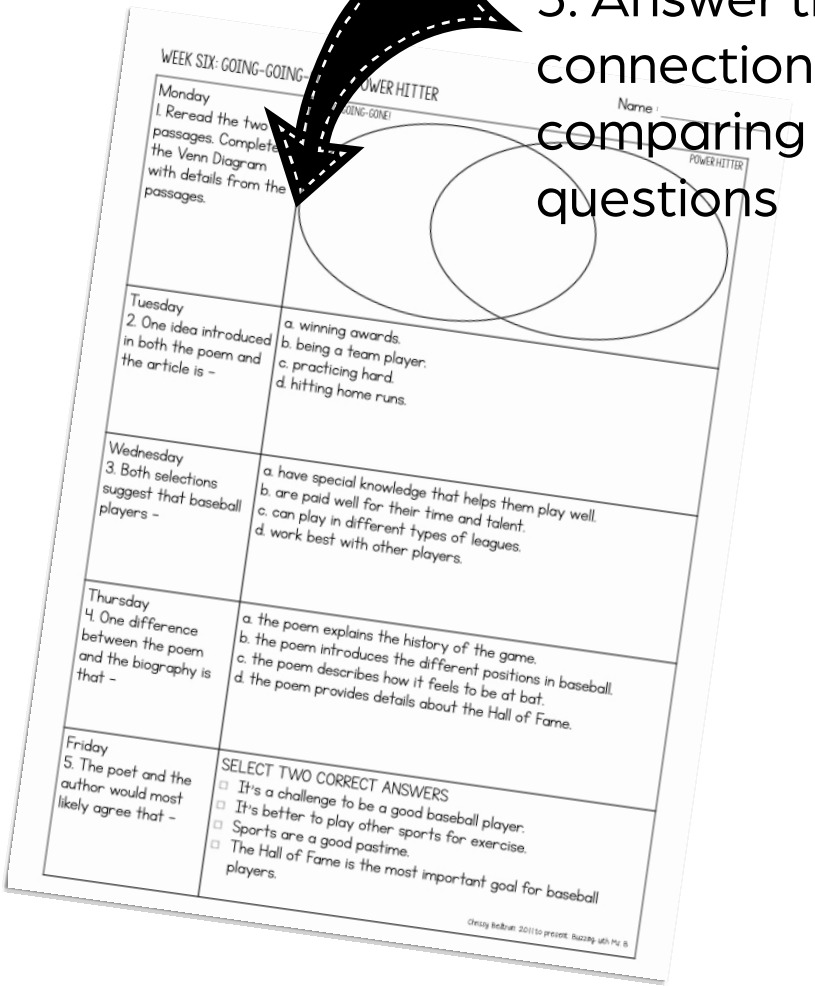
1. Read the first selection and answer the questions

2. Read the second selection and answer the questions

3. Answer the connections/ comparing questions

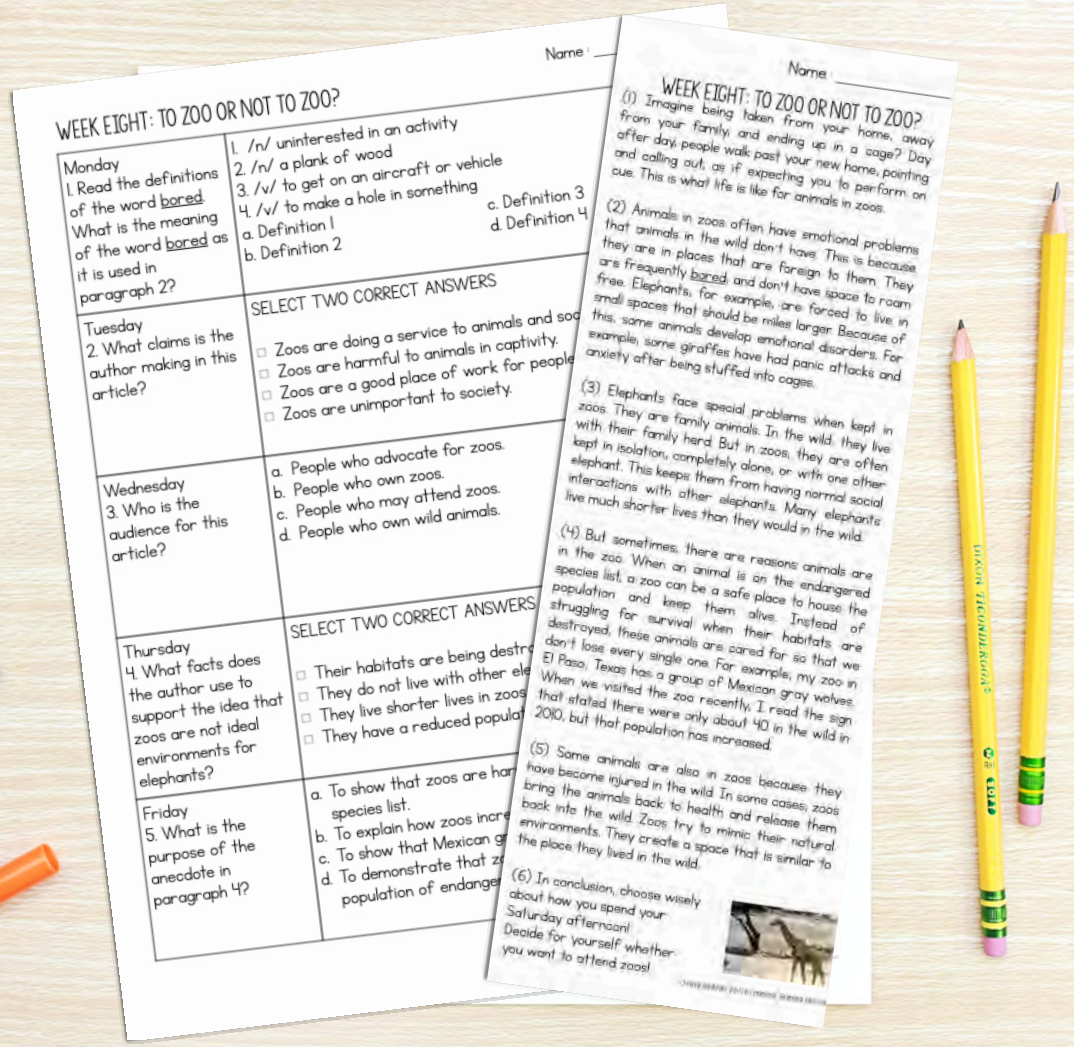






3 SETS OF PAIRED SELECTIONS WITH QUESTIONS

Passages included in the 4th nine weeks



- ✓Fire - trickster tale
- ✓Clever Coyotes - informational
- ✓Going-Going-Gone! - poetry
- ✓Power Hitter - Literary nonfiction
- ✓Central Park Zoo - informational
- ✓To Zoo or Not to Zoo? Argumentative

Recommended readings & writing prompts

RECOMMENDED READINGS

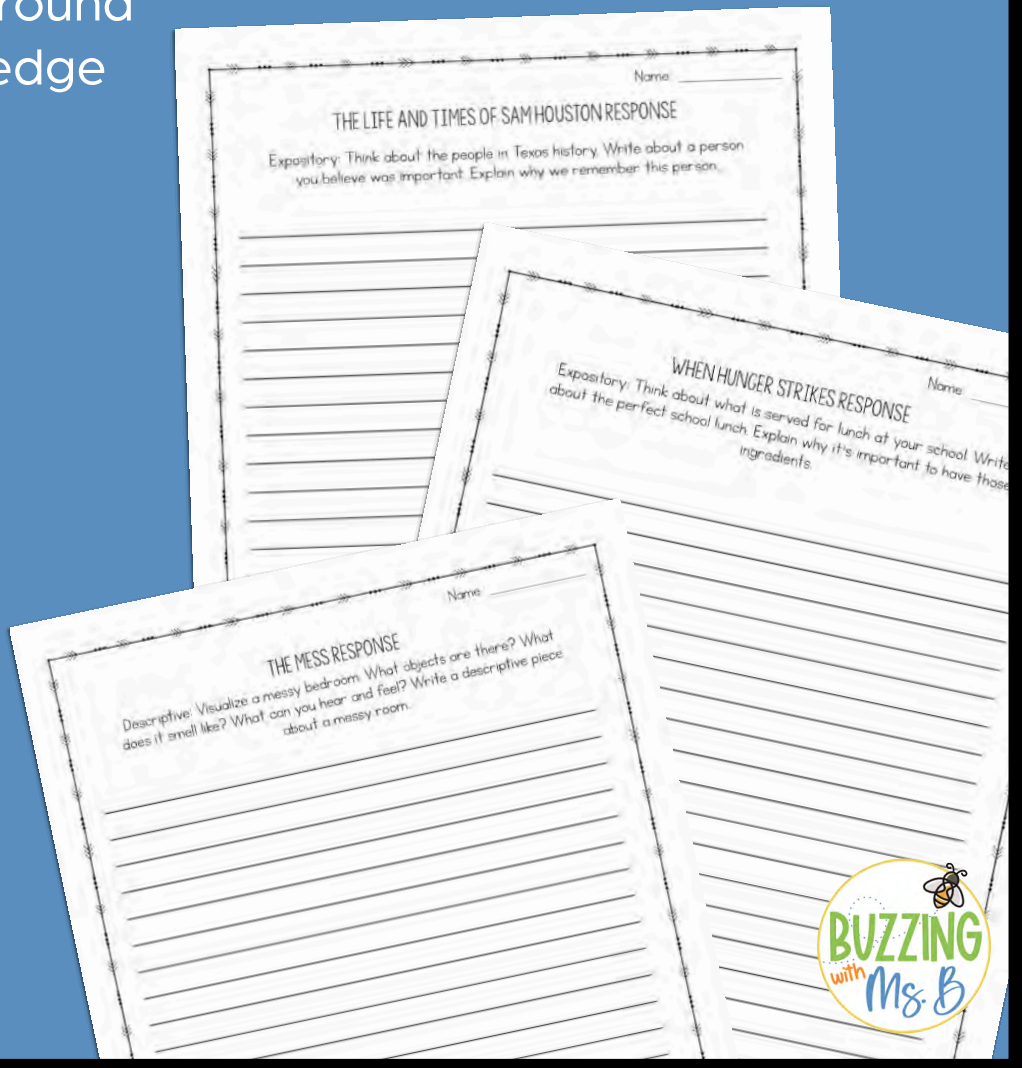
Fourth Grade, 3rd Nine Weeks

Week	Genre	Topic/ Theme	Title	Writing Prompt
1	Persuasive	Training for Space	Astronaut Academy by Steve Martin Space Atlas by Tom Jackson	Persuasive: Think about something you would like to learn more about. How could you learn about it right now? Write a persuasive piece to your grown-ups explaining why you should be able to do this.
2	Literary Nonfiction	Astronauts	Astronaut Scott Kelly: My Journey to the Stars by Scott Kelly Mousetronaut by Mark Kelly	Expository: Neil Armstrong was adventurous. Think about the people you know who explore or are adventurous. Write about one adventurous person. Explain where they have gone and why this is important.
3	Comparing Two Texts	Space	Star Stuff: Carl Sagan and the Mysteries of the Cosmos by Stephanie Roth Sisson Solar System for Kids: The Sun and Moon by Baby Professor	Making Connections: Use the sentence starters provided to make connections between the two readings. Think about how they are similar and different.
4	Fiction	Valentine's Day	Roses Are Pink, Your Feet Really Stink by Diane DeGroat Valentine's Day by Gail Gibbons	Expository: Think about the things you can buy in a store, and the things you can make by hand. Write about which one you think is better. Explain why you prefer it.
5	Poetry	Surprising Detectives	Detective LaRue: Letters from the Investigation by Mark Teague Private I. Guana by Nina Laden	Expository: Think about the characteristics of a good detective. Write about what makes someone a good detective. Explain the traits they have and why it's important.
6	Comparing Two Texts	Mysteries	The Night I Followed the Dog by Nina Laden Grandpa's Teeth by Rod Clement	Making Connections: Use the sentence starters provided to make connections between the two readings. Think about how they are similar and different.
7	Drama	Baking/ Cooking Together	Apple Cider Making Days by Ann Purcell Cook-a-Doodle Doo! by Janet Stevens and Susan Stevens Crummel	Personal Narrative: Write about a time you spent making something with someone you care about.
8	Expository	Food Inventions	Gingerbread for Liberty! by Mara Rockliff How the Cookie Crumbled by Gilbert Ford	Procedural: In the article, we learned about how to make donuts. Write directions on how to cook or prepare your favorite food. Include the ingredients and steps needed.
9	Comparing Two Texts	Donuts	The Hole Story of the Doughnut by Pat Miller	Making Connections: Use the sentence starters provided to make connections between the two readings. Think about how they are similar and different.

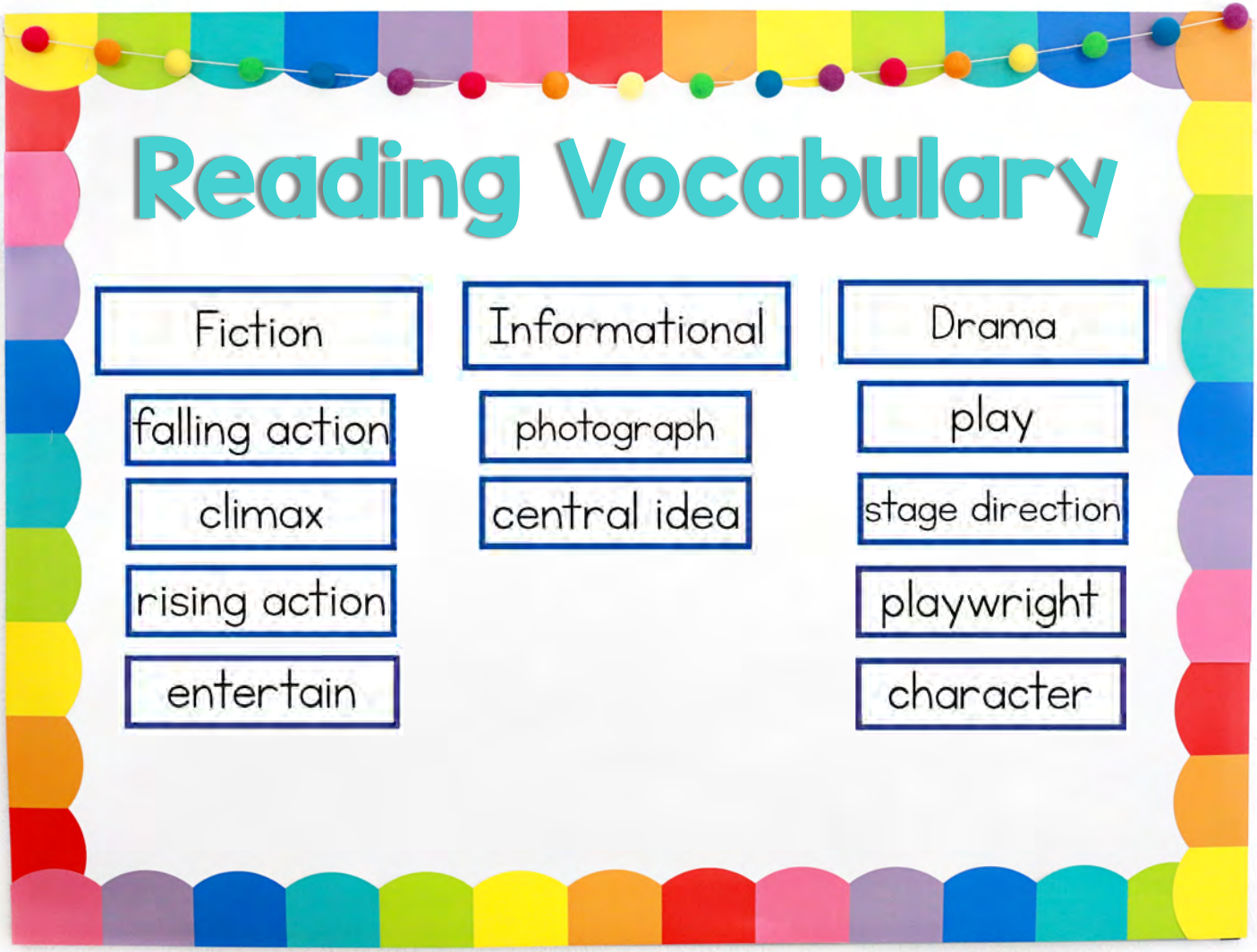
Ornzy Beltran 2011 to present. Buzzing with Ms. B

Suggested titles to check out of the library and build background knowledge

Use the writing prompts to build writing in different genres



Fourth grade academic vocabulary

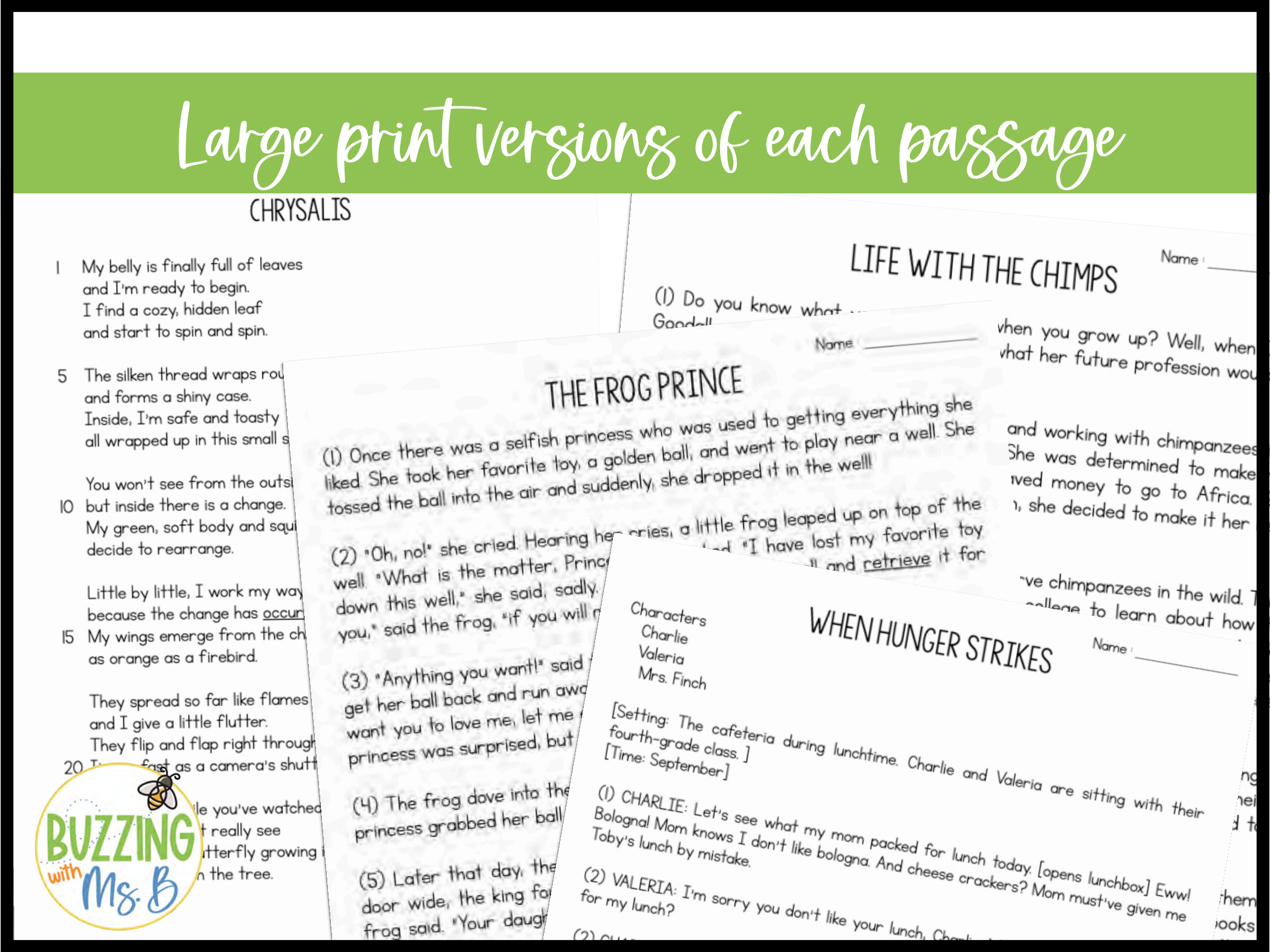


Use for...

- ✓Word wall - add as you go
- ✓Vocabulary cards for mix-pair-share
- ✓Review -take them off and rebuild before STAAR

200+ WORD WALL CARDS WITH TEKS & STAAR VOCABULARY WORDS

Large print versions of each passage



CHRYSALIS

My belly is finally full of leaves
and I'm ready to begin.
I find a cozy, hidden leaf
and start to spin and spin.

The silken thread wraps rou
and forms a shiny case.
Inside, I'm safe and toasty
all wrapped up in this small s

You won't see from the outsi
but inside there is a change.
My green, soft body and squi
decide to rearrange.

Little by little, I work my way
because the change has occur
My wings emerge from the ch
as orange as a firebird.

They spread so far like flames
and I give a little flutter.
They flip and flap right through
fast as a camera's shutt

le you've watched
t really see
tterfly growing
n the tree.

LIFE WITH THE CHIMPS

Name: _____

(1) Do you know what
Goodall
when you grow up? Well, when
what her future profession wou

and working with chimpanzees
She was determined to make
ved money to go to Africa.
, she decided to make it her

ve chimpanzees in the wild.
ollege to learn about how

THE FROG PRINCE

Name: _____

(1) Once there was a selfish princess who was used to getting everything she liked. She took her favorite toy, a golden ball, and went to play near a well. She tossed the ball into the air and suddenly, she dropped it in the well!

(2) "Oh, no!" she cried. Hearing her cries, a little frog leaped up on top of the well. "What is the matter, Princ
d "I have lost my favorite toy
down this well," she said, sadly.
and retrieve it for
you," said the frog, "if you will

(3) "Anything you want!" said
get her ball back and run awa
want you to love me, let me
princess was surprised, but

(4) The frog dove into the
princess grabbed her ball

(5) Later that day, the
door wide, the king fo
frog said. "Your daug

WHEN HUNGER STRIKES

Name: _____

Characters
Charlie
Valeria
Mrs. Finch

[Setting: The cafeteria during lunchtime. Charlie and Valeria are sitting with their fourth-grade class.]
[Time: September]

(1) CHARLIE: Let's see what my mom packed for lunch today. [opens lunchbox] Eww! Bologna! Mom knows I don't like bologna. And cheese crackers? Mom must've given me Toby's lunch by mistake.

(2) VALERIA: I'm sorry you don't like your lunch, Charl
for my lunch?

(2)

BUZZING with Ms. B

FOURTH GRADE TEK-A-DAY TEKS COVERAGE

		1st Nine Weeks									2nd Nine Weeks								
R/S	TEKS	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
S	4.3A use print or digital resources to determine meaning, syllabication, and pronunciation				√					√		√							√
R	4.3B use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words	√	√	√			√	√					√	√	√	√	√		
S	4.3C determine the meaning of and use words with affixes such as mis-, sub-, meant, and -ity/ty and roots such as auto, graph, and meter								√		√								
S	4.3D identify, use, and explain the meaning of homophones such as reign/rain					√												√	
S	4.6C make, correct, or confirm predictions using text features, characteristics of genre, and structures					√					√								
R	4.6E make connections to personal experiences, ideas in other texts, and society																		
R	4.6F make inferences and use evidence to support understanding						√	√	√	√		√	√		√				
R	4.6G evaluate details read to determine key ideas												√	√					
R	4.6H synthesize information to create new understanding							√									√		
R	4.7C use text evidence to support an appropriate reponse			√			√		√		√			√			√	√	
R	4.7D retell, paraphrase, or summarize texts in ways that maintain meaning and logical order		√			√	√			√		√	√						
S	4.8A infer basic themes supported by text evidence					√					√								
R	4.8B explain the interactions of the characters and the changes they undergo		√			√					√								
R	4.8C analyze plot elements, including the rising action, climax, falling action, and resolution	√								√									
S	4.8D explain the influence of the setting, including historical and cultural settings, on the plot									√									
S	4.9A demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales	√																	
S	4.9B explain figurative language such as simile, metaphor, and personification that the poet uses to create images			√	√														√
S	4.9C explain structure in drama such as character tags, acts, scenes, and stage directions		√						√			√							

FOURTH GRADE TEK-A-DAY TEKS COVERAGE

	1st Nine Weeks	2nd Nine Weeks

R/S	TEKS	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
R	4.9D recognize characteristics and structures of informational text, including (i) the central idea with supporting evidence													√					
S	4.9D recognize characteristics and structures of informational text, including (ii) features such as pronunciation guides and diagrams to support understanding													√	√		√		
S	4.9D recognize characteristics and structures of informational text, including (iii) organizational patterns such as compare and contrast						√	√							√		√		
R	4.9E recognize characteristics and structures of argumentative text by (i) identifying the claim															√			
R	4.9E recognize characteristics and structures of argumentative text by (ii) explaining how the author has used facts for an argument															√		√	
S	4.9E recognize characteristics and structures of argumentative text by (iii) identifying the intended audience or reader															√			
R	4.10A explain the author's purpose and message within a text							√					√		√		√		√
S	4.10B explain how the use of text structure contributes to the author's purpose				√														√
S	4.10C analyze the author's use of print and graphic features to achieve specific purposes															√			
S	4.10D describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes	√		√	√														√
S	4.10E identify and understand the use of literary devices, including first- or third- person point of view		√	√							√								
S	4.9F discuss how the author's use of language contributes to voice				√														
S	4.9G identify and explain the use of anecdote																	√	

FOURTH GRADE TEK-A-DAY TEKS COVERAGE

		3rd Nine Weeks									4th Nine Weeks								
R/S	TEKS	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
S	4.3A use print or digital resources to determine meaning, syllabication, and pronunciation		√			√												√	
R	4.3B use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words							√	√			√		√	√		√		
S	4.3C determine the meaning of and use words with affixes such as mis-, sub-, meant, and -ity/ty and roots such as auto, graph, and meter				√						√								
S	4.3D identify, use, and explain the meaning of homophones such as reign/rain	√																	
S	4.6C make, correct, or confirm predictions using text features, characteristics of genre, and structures										√								
R	4.6E make connections to personal experiences, ideas in other texts, and society			√			√			√			√			√			√
R	4.6F make inferences and use evidence to support understanding				√	√		√						√	√				
R	4.6G evaluate details read to determine key ideas		√						√								√		
R	4.6H synthesize information to create new understanding								√			√							
R	4.7C use text evidence to support an appropriate reponse		√		√	√					√	√		√			√		
R	4.7D retell, paraphrase, or summarize texts in ways that maintain meaning and logical order		√					√				√			√				
S	4.8A infer basic themes supported by text evidence																		
R	4.8B explain the interactions of the characters and the changes they undergo				√						√								
R	4.8C analyze plot elements, including the rising action, climax, falling action, and resolution										√								
S	4.8D explain the influence of the setting, including historical and cultural settings, on the plot																		
S	4.9A demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales																		
S	4.9B explain figurative language such as simile, metaphor, and personification that the poet uses to create images					√								√					
S	4.9C explain structure in drama such as character tags, acts, scenes, and stage directions							√											

FOURTH GRADE TEK-A-DAY TEKS COVERAGE

	3rd Nine Weeks									4th Nine Weeks								
R/S	TEKS	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
R	4.9D recognize characteristics and structures of informational text, including (i) the central idea with supporting evidence								√								√		
S	4.9D recognize characteristics and structures of informational text, including (ii) features such as pronunciation guides and diagrams to support understanding								√			√							
S	4.9D recognize characteristics and structures of informational text, including (iii) organizational patterns such as compare and contrast		√														√		
R	4.9E recognize characteristics and structures of argumentative text by (i) identifying the claim																	√	
R	4.9E recognize characteristics and structures of argumentative text by (ii) explaining how the author has used facts for an argument	√																√	
S	4.9E recognize characteristics and structures of argumentative text by (iii) identifying the intended audience or reader	√																√	
R	4.10A explain the author's purpose and message within a text	√	√									√			√				
S	4.10B explain how the use of text structure contributes to the author's purpose														√				
S	4.10C analyze the author's use of print and graphic features to achieve specific purposes	√																	
S	4.10D describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes					√								√					
S	4.10E identify and understand the use of literary devices, including first- or third- person point of view				√														
S	4.9F discuss how the author's use of language contributes to voice																		
S	4.9G identify and explain the use of anecdote																	√	

What teachers are saying

This is perfect for test prep without kill and drill. My only regret is that I didn't start these in August. The passages are short and engaging but rigorous enough to prepare my kids for benchmarks and STAAR. This is just what I needed. Thank you!

"I love all of the TEK A DAY resources. They are a great way to get ready and get focused to start class and it keeps the testing language in my students minds every day."

"This has been PERFECT! I knew I wanted to track mastery of the TEKS from day I but I wasn't quite sure HOW. Exactly what I need-- Thanks!"

"It is nice to finally have a resource for Language Arts that is similar to Math for helping students with spiral review or working on a particular standard on a rotating basis. "

This is an amazing and comprehensive resource! It has been perfect for small group and tutoring. It is well-aligned to the TEKS and STAAR question stems. Thank you for such a time-saving resource!!

BUZZING with Ms. B