

Cycle 1	27 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Aug. 23 - Oct. 1, 2021	
	Guided Reading Level: P DRA Level: 38/40	

Cycle Overview

Cycle 1 Units:

Unit 1 August 23 – September 10	Contemporary Fiction (Realistic and Historical)
Unit 2 September 13 – October 1	Traditional Tales (Folktales, Fables, Legends, Myths, and Tall Tales)

Description of the Genres:

Fiction texts are narratives that tell a story. Fictional text can be **realistic** which is believable in storyline but not in fact true. The events in a **Realistic fiction** text could happen and the characters and settings could exist. Fiction texts could also be fantasy with character, setting, and plot that could seem realistic but in an alternative world and not in the real world.

Contemporary fiction presents characters in a typically modern world setting and experiencing modern day problems. **Historical fiction** focuses on the way people live in the past and the problems encountered in a particular historic time period.

Fantasy genre includes traditional literature and more modern types of fantasy. This could be animals and or science fiction. These imaginative stories have a wide range of complexity, from simple animal fantasy to long, complex narratives that take place in other worlds to texts that use scientific concepts. Authors of modern fantasy take events, places, and people that could not exist in the real world and make their existence believable.

Traditional Literature are tales that have been handed down through many centuries. They originated in oral storytelling and were told to entertain and enlighten adults. These oral stories gave people a way to remember the past and taught cultural values.

Digital texts are in an electronic form where readers can easily learn to bookmark, add notes, and comments to a text electronically. Digital texts offer great opportunities for readers, but genre is still at the heart of reading and writing.

Students will determine the roles various characters play in the conflict and resolution of the plot, as well as analyze major and minor character relationships, in order to make inferences about them and provide evidence to support theme. Through read alouds of diverse texts and students' self-selected reading choices, students will analyze author's craft techniques which they can use as they write their own personal narratives. Students will use the writing process to plan, write, revise and edit these narratives as they embed grammar skills such as writing complete sentences with correct subject-verb agreement, the use of irregular verbs, common and proper nouns, and spelling. Foundational skills such as oral language, word study, and vocabulary are embedded in lessons and the Fluid Literacy Block.



Type of Assessment	Assessment Windows
Ren360 BOY (Beginning of the Year)	August 30 – September 24
Benchmark Running Records BOY (Beginning of the Year)	August 30 – October 1
English Language Development Assessment (ELD) Progress Monitoring	September 20 – October 15



Unit 1	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Contemporary Fiction</p>	<p>Strand 1: Foundational Language Skills—Oral Language ELA.4.1A Listen actively, ask relevant questions to clarify information, and make pertinent comments. ELA.4.1B Follow, restate, and give oral instructions that involve a series of related sequences of action. ELA.4.1C Express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively. ELA.4.1D Work collaboratively with others to develop a plan of shared responsibilities.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing ELA.4.2A.i Demonstrate and apply phonetic knowledge by decoding words with specific orthographic patterns and rules, including regular and irregular plurals. ELA.4.2A.ii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables. ELA.4.2A.iii Demonstrate and apply phonetic knowledge by decoding words using advanced knowledge of syllable division patterns such as VV. ELA.4.2A.iv Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes. ELA.4.2A.v Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants. ELA.4.2A.vi Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list. ELA.4.2B.i Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables. ELA.4.2B.ii Demonstrate and apply spelling knowledge by spelling homophones. ELA.4.2B.iii Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns. ELA.4.2B.iv Demonstrate and apply spelling knowledge by spelling words using advanced knowledge of syllable division patterns. ELA.4.2B.v Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes. ELA.4.2B.vi Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing ELA.4.2C Write legibly cursive to complete assignments.</p> <p>Strand 1: Foundational Language Skills—Vocabulary ELA.4.3A Use print or digital resources to determine meaning, syllabication, and pronunciation. ELA.4.3B Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words. ELA.4.3C Determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter. ELA.4.3D Identify, use, and explain the meaning of homophones such as reign/rain.</p> <p>Strand 1: Foundational Language Skills—Fluency</p>

Unit 1	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>ELA.4.4 Read grade-level text with fluency and comprehension and use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading ELA.4.5 Read grade-appropriate texts independently, self-select text and read independently for a sustained period of time.</p> <p>Strand 2: Comprehension Skills ELA.4.6A Establish purpose for reading assigned and self-selected texts. ELA.4.6B Generate questions about text before, during, and after reading to deepen understanding and gain information. ELA.4.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures. ELA.4.6D Create mental images to deepen understanding. ELA.4.6E Make connections to personal experiences, ideas in other texts, and society. ELA.4.6F Make inferences and use evidence to support understanding. ELA.4.6G Evaluate details read to determine key ideas. ELA.4.6H Synthesize information to create new understanding. ELA.4.6I Monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p>Strand 3: Response Skills ELA.4.7A Describe personal connections to a variety of sources, including self-selected texts. ELA.4.7B Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources. ELA.4.7C Use text evidence to support an appropriate response. ELA.4.7D Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order. ELA.4.7E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. ELA.4.7F Respond using newly acquired vocabulary as appropriate. ELA.4.7.G Discuss specific ideas in the text that are important to the meaning.</p> <p>Strand 4: Multiple Genres—Literary Elements ELA.4.8A Infer basic themes supported by text evidence. ELA.4.8B Explain the interactions of the characters and the changes they undergo. ELA.4.8C Analyze plot elements, including the rising action, climax, falling action, and resolution. ELA.4.8D Explain/Analyze the influence of the setting, including historical and cultural settings, on the plot.</p> <p>Strand 4: Multiple Genres—Genres ELA.4.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft ELA.4.10A Explain the author’s purpose and message within a text. ELA.4.10B Explain how the use of text structure contributes to the author’s purpose. ELA.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. ELA.4.10E Identify and understand the use of literary devices, including first- or third-person point of view. ELA.4.10F Discuss how the author’s use of language contributes to voice.</p>

Unit 1	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>Strand 6: Composition—Writing Process</p> <p>ELA.4.11A Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.</p> <p>ELA.4.11B.i Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, and a conclusion.</p> <p>ELA.4.11B.ii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.</p> <p>ELA.4.11C Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.</p> <p>ELA.4.11D.i Edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.</p> <p>ELA.4.11D.ii Edit drafts using standard English conventions, including past tense of irregular verbs.</p> <p>ELA.4.11D.iii Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.</p> <p>ELA.4.11D.ix Edit drafts using standard English conventions, including capitalization of historical periods, events, and documents, titles of books, stories, and essays; and languages, races, and nationalities.</p> <p>ELA.4.11D.xi Edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.</p> <p>ELA.4.11E Publish written work for appropriate audiences.</p> <p>Strand 6: Composition—Genres</p> <p>ELA.4.12A Compose literary texts such as personal narratives and poetry using genre characteristics and craft.</p> <p>Strand 7: Inquiry and Research</p> <p>ELA.4.13A Generate and clarify questions on a topic for formal and informal inquiry.</p> <p>ELA.4.13B Develop and follow a research plan with adult assistance.</p> <p>ELA.4.13C Identify and gather relevant information from a variety of sources.</p> <p>ELA.4.13D Identify primary and secondary sources.</p> <p>ELA.4.13E Demonstrate understanding of information gathered.</p> <p>ELA.4.13F Recognize the difference between paraphrasing and plagiarism when using source materials.</p> <p>ELA.4.13G Develop a bibliography.</p> <p>ELA.4.13H Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>

Unit 2	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Traditional Tales (Folktales, Fables, Legends, Myths, and Tall Tales)</p>	<p>Strand 1: Foundational Language Skills—Oral Language</p> <p>ELA.4.1A Listen actively, ask relevant questions to clarify information, and make pertinent comments.</p> <p>ELA.4.1B Follow, restate, and give oral instructions that involve a series of related sequences of action.</p> <p>ELA.4.1C Express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.</p> <p>ELA.4.1D Work collaboratively with others to develop a plan of shared responsibilities.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p>

Unit 2	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>ELA.4.2A.i Demonstrate and apply phonetic knowledge by decoding words with specific orthographic patterns and rules, including regular and irregular plurals.</p> <p>ELA.4.2A.ii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.</p> <p>ELA.4.2A.iii Demonstrate and apply phonetic knowledge by decoding words using advanced knowledge of syllable division patterns such as VV.</p> <p>ELA.4.2A.iv Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.</p> <p>ELA.4.2A.v Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.</p> <p>ELA.4.2A.vi Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list.</p> <p>ELA.4.2B.i Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.</p> <p>ELA.4.2B.ii Demonstrate and apply spelling knowledge by spelling homophones.</p> <p>ELA.4.2B.iii Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.</p> <p>ELA.4.2B.iv Demonstrate and apply spelling knowledge by spelling words using advanced knowledge of syllable division patterns.</p> <p>ELA.4.2B.v Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes.</p> <p>ELA.4.2B.vi Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing ELA.4.2C Write legibly cursive to complete assignments.</p> <p>Strand 1: Foundational Language Skills—Vocabulary ELA.4.3A Use print or digital resources to determine meaning, syllabication, and pronunciation. ELA.4.3B Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words. ELA.4.3C Determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter. ELA.4.3D Identify, use, and explain the meaning of homophones such as reign/rain.</p> <p>Strand 1: Foundational Language Skills—Fluency ELA.4.4 Read grade-level text with fluency and comprehension and use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading ELA.4.5 Read grade-appropriate texts independently, self-select text and read independently for a sustained period of time.</p> <p>Strand 2: Comprehension Skills ELA.4.6A Establish purpose for reading assigned and self-selected texts. ELA.4.6B Generate questions about text before, during, and after reading to deepen understanding and gain information.</p>

Unit 2	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>ELA.4.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</p> <p>ELA.4.6D Create mental images to deepen understanding.</p> <p>ELA.4.6E Make connections to personal experiences, ideas in other texts, and society.</p> <p>ELA.4.6F Make inferences and use evidence to support understanding.</p> <p>ELA.4.6G Evaluate details read to determine key ideas.</p> <p>ELA.4.6H Synthesize information to create new understanding.</p> <p>ELA.4.6I Monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p>Strand 3: Response Skills</p> <p>ELA.4.7A Describe personal connections to a variety of sources, including self-selected texts.</p> <p>ELA.4.7B Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.</p> <p>ELA.4.7C Use text evidence to support an appropriate response.</p> <p>ELA.4.7D Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.</p> <p>ELA.4.7E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p>ELA.4.7F Respond using newly acquired vocabulary as appropriate.</p> <p>ELA.4.7.G Discuss specific ideas in the text that are important to the meaning.</p> <p>Strand 4: Multiple Genres—Literary Elements</p> <p>ELA.4.8A Infer basic themes supported by text evidence.</p> <p>ELA.4.8B Explain the interactions of the characters and the changes they undergo.</p> <p>ELA.4.8C Analyze plot elements, including the rising action, climax, falling action, and resolution.</p> <p>ELA.4.8D Explain/Analyze the influence of the setting, including historical and cultural settings, on the plot.</p> <p>Strand 4: Multiple Genres—Genres</p> <p>ELA.4.9A Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, legends, myths, and tall tales.</p> <p>ELA.4.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft</p> <p>ELA.4.10A Explain the author’s purpose and message within a text.</p> <p>ELA.4.10B Explain how the use of text structure contributes to the author’s purpose.</p> <p>ELA.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.</p> <p>ELA.4.10E Identify and understand the use of literary devices, including first- or third-person point of view.</p> <p>ELA.4.10F Discuss how the author’s use of language contributes to voice.</p> <p>Strand 6: Composition—Writing Process</p> <p>ELA.4.11A Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.</p> <p>ELA.4.11B.i Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, and a conclusion.</p> <p>ELA.4.11B.ii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.</p> <p>ELA.4.11C Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.</p>

Unit 2	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>ELA.4.11D.ii Edit drafts using standard English conventions, including past tense of irregular verbs.</p> <p>ELA.4.11D.viii Edit drafts using standard English conventions, including coordinating conjunctions to form compound subjects, predicates, and sentences.</p> <p>ELA.4.11D.x Edit drafts using standard English conventions, including punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue.</p> <p>ELA.4.11D.xi Edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.</p> <p>ELA.4.11E Publish written work for appropriate audiences.</p> <p>Strand 6: Composition—Genres</p> <p>ELA.4.12A Compose literary texts such as personal narratives and poetry using genre characteristics and craft.</p> <p>Strand 7: Inquiry and Research</p> <p>ELA.4.13A Generate and clarify questions on a topic for formal and informal inquiry.</p> <p>ELA.4.13B Develop and follow a research plan with adult assistance.</p> <p>ELA.4.13C Identify and gather relevant information from a variety of sources.</p> <p>ELA.4.13D Identify primary and secondary sources.</p> <p>ELA.4.13E Demonstrate understanding of information gathered.</p> <p>ELA.4.13F Recognize the difference between paraphrasing and plagiarism when using source materials.</p> <p>ELA.4.13G Develop a bibliography.</p> <p>ELA.4.13H Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>

Cycle 2	29 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Oct. 5 - Nov. 12, 2021	
	Guided Reading Level: Q DRA Level: 40/40	

Cycle Overview

Cycle 2 Units:

Unit 3 October 5 – October 22	Drama
Unit 4 October 25 – November 12	Poetry

Description of the Genres:

Dramatic text structure is unlike other forms of fiction, is directly influenced by its purpose. A play is written to be performed rather than just read. A play will include references to characters, scenery, and action, as well as stage directions and usually consists of scripted (written) dialogue between characters. Plays can be realistic fiction, historical fiction, or fantasy and might also include elements of special types of fiction like mystery.

Poetry may be fiction or nonfiction. It includes traditional poems, as well as songs and chants. It can be serious or humorous. Poetry comes in well-defined, specific forms, including free verse, lyrical, narrative, limericks, etc. Poems have specific structural elements, rhythm, rhyme, and tonal quality. Poetry uses language to create imagery and feeling throughout the text.

Digital texts are in an electronic form where readers can easily learn to bookmark, add notes, and comments to a text electronically. Digital texts offer great opportunities for readers, but genre is still at the heart of reading and writing.

Within the genre of Drama, students will recognize and explain structures specific to that genre such as character tags and stage directions. Students will explain character interaction and changes and analyze major plot elements while providing evidence to make inferences about basic themes. In the genre of poetry, students will explore figurative language the author uses to create images and explain the author’s purpose within a text. Different forms of poetry will be explored and analyzed for structure and purpose. In this unit, students will continue to write personal narrative compositions and explore the genre of correspondence in writing as well. Students will embed grammar skills such as the use of irregular past tense verbs, capitalization, spelling, and the proper use of pronouns, adverbs, adjectives, and prepositions. Foundational skills such as oral language, word study, and vocabulary are embedded in lessons and the Fluid Literacy Block.



Type of Assessment	Assessment Windows
English Language Development Assessment (ELD) Progress Monitoring	September 20 – October 15
Ren360 Formal Progress Monitoring Tier II/III	October 18 – November 5
Snapshot 1	October 25 - 29



Unit 3	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Drama	<p>Strand 1: Foundational Language Skills—Oral Language ELA.4.1A Listen actively, ask relevant questions to clarify information, and make pertinent comments. ELA.4.1B Follow, restate, and give oral instructions that involve a series of related sequences of action. ELA.4.1C Express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively. ELA.4.1D Work collaboratively with others to develop a plan of shared responsibilities.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing ELA.4.2A.i Demonstrate and apply phonetic knowledge by decoding words with specific orthographic patterns and rules, including regular and irregular plurals. ELA.4.2A.ii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables. ELA.4.2A.iii Demonstrate and apply phonetic knowledge by decoding words using advanced knowledge of syllable division patterns such as VV. ELA.4.2A.iv Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes. ELA.4.2A.v Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants. ELA.4.2A.vi Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list. ELA.4.2B.i Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables. ELA.4.2B.ii Demonstrate and apply spelling knowledge by spelling homophones. ELA.4.2B.iii Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns. ELA.4.2B.iv Demonstrate and apply spelling knowledge by spelling words using advanced knowledge of syllable division patterns. ELA.4.2B.v Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes. ELA.4.2B.vi Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing ELA.4.2C Write legibly cursive to complete assignments.</p> <p>Strand 1: Foundational Language Skills—Vocabulary ELA.4.3A Use print or digital resources to determine meaning, syllabication, and pronunciation. ELA.4.3B Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words. ELA.4.3C Determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter. ELA.4.3D Identify, use, and explain the meaning of homophones such as reign/rain.</p> <p>Strand 1: Foundational Language Skills—Fluency ELA.4.4 Read grade-level text with fluency and comprehension and use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p>

Unit 3	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>Strand 1: Foundational Language Skills—Self-Sustained Reading ELA.4.5 Read grade-appropriate texts independently, self-select text and read independently for a sustained period of time.</p> <p>Strand 2: Comprehension Skills ELA.4.6A Establish purpose for reading assigned and self-selected texts. ELA.4.6B Generate questions about text before, during, and after reading to deepen understanding and gain information. ELA.4.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures. ELA.4.6D Create mental images to deepen understanding. ELA.4.6E Make connections to personal experiences, ideas in other texts, and society. ELA.4.6F Make inferences and use evidence to support understanding. ELA.4.6G Evaluate details read to determine key ideas. ELA.4.6H Synthesize information to create new understanding. ELA.4.6I Monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p>Strand 3: Response Skills ELA.4.7A Describe personal connections to a variety of sources, including self-selected texts. ELA.4.7B Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources. ELA.4.7C Use text evidence to support an appropriate response. ELA.4.7D Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order. ELA.4.7E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. ELA.4.7F Respond using newly acquired vocabulary as appropriate. ELA.4.7G Discuss specific ideas in the text that are important to the meaning.</p> <p>Strand 4: Multiple Genres—Literary Elements ELA.4.8A Infer basic themes supported by text evidence. ELA.4.8B Explain the interactions of the characters and the changes they undergo. ELA.4.8C Analyze plot elements, including the rising action, climax, falling action, and resolution. ELA.4.8D Explain/Analyze the influence of the setting, including historical and cultural settings, on the plot.</p> <p>Strand 4: Multiple Genres—Genres ELA.4.9C Explain structure in drama such as character tags, acts, scenes, and stage directions. ELA.4.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft ELA.4.10A Explain the author’s purpose and message within a text. ELA.4.10B Explain how the use of text structure contributes to the author’s purpose. ELA.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. ELA.4.10F Discuss how the author’s use of language contributes to voice.</p> <p>Strand 6: Composition—Writing Process ELA.4.11A Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.</p>

Unit 3	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>ELA.4.11B.i Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, and a conclusion.</p> <p>ELA.4.11B.ii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.</p> <p>ELA.4.11C Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.</p> <p>ELA.4.11D.iv Edit drafts using standard English conventions, including adjectives, including their comparative and superlative forms.</p> <p>ELA.4.11D.vi Edit drafts using standard English conventions, including prepositions and prepositional phrases.</p> <p>ELA.4.11D.ix Edit drafts using standard English conventions, including capitalization of historical periods, events, and documents, titles of books, stories, and essays; and languages, races, and nationalities.</p> <p>ELA.4.11D.xi Edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.</p> <p>ELA.4.11E Publish written work for appropriate audiences.</p> <p>Strand 6: Composition—Genres</p> <p>ELA.4.12A Compose literary texts such as personal narratives and poetry using genre characteristics and craft.</p> <p>Strand 7: Inquiry and Research</p> <p>ELA.4.13A Generate and clarify questions on a topic for formal and informal inquiry.</p> <p>ELA.4.13B Develop and follow a research plan with adult assistance.</p> <p>ELA.4.13C Identify and gather relevant information from a variety of sources.</p> <p>ELA.4.13D Identify primary and secondary sources.</p> <p>ELA.4.13E Demonstrate understanding of information gathered.</p> <p>ELA.4.13F Recognize the difference between paraphrasing and plagiarism when using source materials.</p> <p>ELA.4.13G Develop a bibliography.</p> <p>ELA.4.13H Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>

Unit 4	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Poetry	<p>Strand 1: Foundational Language Skills—Oral Language</p> <p>ELA.4.1A Listen actively, ask relevant questions to clarify information, and make pertinent comments.</p> <p>ELA.4.1B Follow, restate, and give oral instructions that involve a series of related sequences of action.</p> <p>ELA.4.1C Express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.</p> <p>ELA.4.1D Work collaboratively with others to develop a plan of shared responsibilities.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>ELA.4.2A.i Demonstrate and apply phonetic knowledge by decoding words with specific orthographic patterns and rules, including regular and irregular plurals.</p>

Unit 4	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>ELA.4.2A.ii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.</p> <p>ELA.4.2A.iii Demonstrate and apply phonetic knowledge by decoding words using advanced knowledge of syllable division patterns such as VV.</p> <p>ELA.4.2A.iv Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.</p> <p>ELA.4.2A.v Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.</p> <p>ELA.4.2A.vi Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list.</p> <p>ELA.4.2B.i Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.</p> <p>ELA.4.2B.ii Demonstrate and apply spelling knowledge by spelling homophones.</p> <p>ELA.4.2B.iii Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.</p> <p>ELA.4.2B.iv Demonstrate and apply spelling knowledge by spelling words using advanced knowledge of syllable division patterns.</p> <p>ELA.4.2B.v Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes.</p> <p>ELA.4.2B.vi Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing ELA.4.2C Write legibly cursive to complete assignments.</p> <p>Strand 1: Foundational Language Skills—Vocabulary ELA.4.3A Use print or digital resources to determine meaning, syllabication, and pronunciation. ELA.4.3B Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words. ELA.4.3C Determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter. ELA.4.3D Identify, use, and explain the meaning of homophones such as reign/rain.</p> <p>Strand 1: Foundational Language Skills—Fluency ELA.4.4 Read grade-level text with fluency and comprehension and use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading ELA.4.5 Read grade-appropriate texts independently, self-select text and read independently for a sustained period of time.</p> <p>Strand 2: Comprehension Skills ELA.4.6A Establish purpose for reading assigned and self-selected texts. ELA.4.6B Generate questions about text before, during, and after reading to deepen understanding and gain information. ELA.4.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</p>

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INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2021-2022 Scope and Sequence

Reading Language Arts – Grade 4

Unit 4	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>ELA.4.6D Create mental images to deepen understanding.</p> <p>ELA.4.6E Make connections to personal experiences, ideas in other texts, and society.</p> <p>ELA.4.6F Make inferences and use evidence to support understanding.</p> <p>ELA.4.6G Evaluate details read to determine key ideas.</p> <p>ELA.4.6H Synthesize information to create new understanding.</p> <p>ELA.4.6I Monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p>Strand 3: Response Skills</p> <p>ELA.4.7A Describe personal connections to a variety of sources, including self-selected texts.</p> <p>ELA.4.7B Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.</p> <p>ELA.4.7C Use text evidence to support an appropriate response.</p> <p>ELA.4.7D Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.</p> <p>ELA.4.7E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p>ELA.4.7F Respond using newly acquired vocabulary as appropriate.</p> <p>ELA.4.7G Discuss specific ideas in the text that are important to the meaning.</p> <p>Strand 4: Multiple Genres—Literary Elements</p> <p>ELA.4.8A Infer basic themes supported by text evidence.</p> <p>ELA.4.8B Explain the interactions of the characters and the changes they undergo.</p> <p>ELA.4.8C Analyze plot elements, including the rising action, climax, falling action, and resolution.</p> <p>ELA.4.8D Explain/Analyze the influence of the setting, including historical and cultural settings, on the plot.</p> <p>Strand 4: Multiple Genres—Genres</p> <p>ELA.4.9B Explain figurative language such as simile, metaphor, and personification that the poet uses to create images.</p> <p>ELA.4.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft</p> <p>ELA.4.10A Explain the author’s purpose and message within a text.</p> <p>ELA.4.10B Explain how the use of text structure contributes to the author’s purpose.</p> <p>ELA.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.</p> <p>ELA.4.10E Identify and understand the use of literary devices, including first- or third-person point of view.</p> <p>ELA.4.10F Discuss how the author’s use of language contributes to voice.</p> <p>Strand 6: Composition—Writing Process</p> <p>ELA.4.11A Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.</p> <p>ELA.4.11B.i Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, and a conclusion.</p> <p>ELA.4.11B.ii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.</p> <p>ELA.4.11C Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.</p> <p>ELA.4.11D.v Edit drafts using standard English conventions, including adverbs that convey frequency and adverbs that convey degree.</p> <p>ELA.4.11D.vii Edit drafts using standard English conventions, including pronouns, including reflexive.</p>



Unit 4	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>ELA.4.11D.x Edit drafts using standard English conventions, including punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue.</p> <p>ELA.4.11D.xi Edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.</p> <p>ELA.4.11E Publish written work for appropriate audiences.</p> <p>Strand 6: Composition—Genres</p> <p>ELA.4.12D Compose correspondence that requests information.</p> <p>Strand 7: Inquiry and Research</p> <p>ELA.4.13A Generate and clarify questions on a topic for formal and informal inquiry.</p> <p>ELA.4.13B Develop and follow a research plan with adult assistance.</p> <p>ELA.4.13C Identify and gather relevant information from a variety of sources.</p> <p>ELA.4.13D Identify primary and secondary sources.</p> <p>ELA.4.13E Demonstrate understanding of information gathered.</p> <p>ELA.4.13F Recognize the difference between paraphrasing and plagiarism when using source materials.</p> <p>ELA.4.13G Develop a bibliography.</p> <p>ELA.4.13H Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>

Cycle 3	30 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Nov. 15, 2021 - Jan. 14, 2022	
	Guided Reading Level: R DRA Level:40/50	

Cycle Overview

Cycle 3 Units:

Unit 5 November 15 – December 17	Informational Text
Unit 6 January 3 – January 14	Argumentative Text

Description of the Genres:

Informational texts are organized logically to offer the reader information about a topic. They often explain, describe, and give examples. Informational texts can include factual texts, literary nonfiction, feature articles, reports, and essays. They use underlying structures like compare and contrast, problem and solution, cause and effect, or chronological order to convey a message or information.

Argumentative texts are a type of informational text written to influence or convince the reader of something by using evidence and reasoning to express a point of view and provide a truth for the reader. Examples of these texts can be found in magazines, journals.

Digital texts are in an electronic form where readers can easily learn to bookmark, add notes, and comments to a text electronically. Digital texts offer great opportunities for readers, but genre is still at the heart of reading and writing.

In this cycle, students will recognize characteristics and structures of informational text features. They will find supporting evidence to recognize the central idea and learn to recognize organizational patterns used by authors in informational text. Students will also be exploring argumentative text in which they will learn to identify an author’s claim and explain how facts are used to support that argument. In Cycle 3, students will begin to develop their informational writing skills as they work on planning, drafting, and revising. Foundational skills such as oral language, word study, and vocabulary are embedded in lessons and the Fluid Literacy Block.



Type of Assessment	Assessment Windows
GT Enrolled/Non-Enrolled Special Requests: CogAT/IOWA-Logramos (PAPER ONLY)	November 29 – December 11
GT Enrolled/Non-Enrolled Special Requests: CogAT/IOWA-Logramos (ONLINE ONLY)	November 29 – December 18
English Language Development Assessment (ELD) Progress Monitoring	November 29 – January 28
District Level Assessment (DLA)	December 6 – 17
HISD Pre-Approved Assessments (DPAs)/District Performance Assessment Tasks (DPATs)	December 6 – January 14
Ren360 MOY (Middle of the Year)	January 14 – February 11



Unit 5	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Informational Text	<p>Strand 1: Foundational Language Skills—Oral Language</p> <p>ELA.4.1A Listen actively, ask relevant questions to clarify information, and make pertinent comments.</p> <p>ELA.4.1B Follow, restate, and give oral instructions that involve a series of related sequences of action.</p> <p>ELA.4.1C Express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.</p> <p>ELA.4.1D Work collaboratively with others to develop a plan of shared responsibilities.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>ELA.4.2A.i Demonstrate and apply phonetic knowledge by decoding words with specific orthographic patterns and rules, including regular and irregular plurals.</p> <p>ELA.4.2A.ii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.</p> <p>ELA.4.2A.iii Demonstrate and apply phonetic knowledge by decoding words using advanced knowledge of syllable division patterns such as VV.</p> <p>ELA.4.2A.iv Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.</p> <p>ELA.4.2A.v Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.</p> <p>ELA.4.2A.vi Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list.</p> <p>ELA.4.2B.i Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.</p> <p>ELA.4.2B.ii Demonstrate and apply spelling knowledge by spelling homophones.</p> <p>ELA.4.2B.iii Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.</p> <p>ELA.4.2B.iv Demonstrate and apply spelling knowledge by spelling words using advanced knowledge of syllable division patterns.</p> <p>ELA.4.2B.v Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes.</p> <p>ELA.4.2B.vi Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>ELA.4.2C Write legibly cursive to complete assignments.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>ELA.4.3A Use print or digital resources to determine meaning, syllabication, and pronunciation.</p> <p>ELA.4.3B Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.</p> <p>ELA.4.3C Determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter.</p> <p>ELA.4.3D Identify, use, and explain the meaning of homophones such as reign/rain.</p> <p>Strand 1: Foundational Language Skills—Fluency</p>

Unit 5	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>ELA.4.4 Read grade-level text with fluency and comprehension and use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading ELA.4.5 Read grade-appropriate texts independently, self-select text and read independently for a sustained period of time.</p> <p>Strand 2: Comprehension Skills ELA.4.6A Establish purpose for reading assigned and self-selected texts. ELA.4.6B Generate questions about text before, during, and after reading to deepen understanding and gain information. ELA.4.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures. ELA.4.6D Create mental images to deepen understanding. ELA.4.6E Make connections to personal experiences, ideas in other texts, and society. ELA.4.6F Make inferences and use evidence to support understanding. ELA.4.6G Evaluate details read to determine key ideas. ELA.4.6H Synthesize information to create new understanding. ELA.4.6I Monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p>Strand 3: Response Skills ELA.4.7A Describe personal connections to a variety of sources, including self-selected texts. ELA.4.7B Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources. ELA.4.7C Use text evidence to support an appropriate response. ELA.4.7D Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order. ELA.4.7E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. ELA.4.7F Respond using newly acquired vocabulary as appropriate. ELA.4.7.G Discuss specific ideas in the text that are important to the meaning.</p> <p>Strand 4: Multiple Genres—Genres ELA.4.9D.i Recognize characteristics and structures of informational text, including the central idea with supporting evidence. ELA.4.9D.ii Recognize characteristics and structures of informational text, including features such as pronunciation guides and diagrams to support understanding. ELA.4.9D.iii Recognize characteristics and structures of informational text, including organizational patterns such as compare and contrast. ELA.4.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft ELA.4.10A Explain the author’s purpose and message within a text. ELA.4.10B Explain how the use of text structure contributes to the author’s purpose. ELA.4.10C Analyze the author’s use of print and graphic features to achieve specific purposes.</p> <p>Strand 6: Composition—Writing Process ELA.4.11A Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping. ELA.4.11B.i Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, and a conclusion.</p>

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2021-2022 Scope and Sequence

Reading Language Arts – Grade 4

Unit 5	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>ELA.4.11B.ii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.</p> <p>ELA.4.11C Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.</p> <p>ELA.4.11D.i Edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.</p> <p>ELA.4.11D.ix Edit drafts using standard English conventions, including capitalization of historical periods, events, and documents, titles of books, stories, and essays; and languages, races, and nationalities.</p> <p>ELA.4.11D.xi Edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.</p> <p>ELA.4.11E Publish written work for appropriate audiences.</p> <p>Strand 6: Composition—Genres</p> <p>ELA.4.12B Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.</p> <p>Strand 7: Inquiry and Research</p> <p>ELA.4.13A Generate and clarify questions on a topic for formal and informal inquiry.</p> <p>ELA.4.13B Develop and follow a research plan with adult assistance.</p> <p>ELA.4.13C Identify and gather relevant information from a variety of sources.</p> <p>ELA.4.13D Identify primary and secondary sources.</p> <p>ELA.4.13E Demonstrate understanding of information gathered.</p> <p>ELA.4.13F Recognize the difference between paraphrasing and plagiarism when using source materials.</p> <p>ELA.4.13G Develop a bibliography.</p> <p>ELA.4.13H Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>

Unit 6	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Argumentative Text</p>	<p>Strand 1: Foundational Language Skills—Oral Language</p> <p>ELA.4.1A Listen actively, ask relevant questions to clarify information, and make pertinent comments.</p> <p>ELA.4.1B Follow, restate, and give oral instructions that involve a series of related sequences of action.</p> <p>ELA.4.1C Express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.</p> <p>ELA.4.1D Work collaboratively with others to develop a plan of shared responsibilities.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>ELA.4.2A.i Demonstrate and apply phonetic knowledge by decoding words with specific orthographic patterns and rules, including regular and irregular plurals.</p> <p>ELA.4.2A.ii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.</p> <p>ELA.4.2A.iii Demonstrate and apply phonetic knowledge by decoding words using advanced knowledge of syllable division patterns such as VV.</p> <p>ELA.4.2A.iv Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.</p>



Unit 6	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>ELA.4.2A.v Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.</p> <p>ELA.4.2A.vi Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list.</p> <p>ELA.4.2B.i Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.</p> <p>ELA.4.2B.ii Demonstrate and apply spelling knowledge by spelling homophones.</p> <p>ELA.4.2B.iii Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.</p> <p>ELA.4.2B.iv Demonstrate and apply spelling knowledge by spelling words using advanced knowledge of syllable division patterns.</p> <p>ELA.4.2B.v Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes.</p> <p>ELA.4.2B.vi Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>ELA.4.2C Write legibly cursive to complete assignments.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>ELA.4.3A Use print or digital resources to determine meaning, syllabication, and pronunciation.</p> <p>ELA.4.3B Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.</p> <p>ELA.4.3C Determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter.</p> <p>ELA.4.3D Identify, use, and explain the meaning of homophones such as reign/rain.</p> <p>Strand 1: Foundational Language Skills—Fluency</p> <p>ELA.4.4 Read grade-level text with fluency and comprehension and use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>ELA.4.5 Read grade-appropriate texts independently, self-select text and read independently for a sustained period of time.</p> <p>Strand 2: Comprehension Skills</p> <p>ELA.4.6A Establish purpose for reading assigned and self-selected texts.</p> <p>ELA.4.6B Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p>ELA.4.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</p> <p>ELA.4.6D Create mental images to deepen understanding.</p> <p>ELA.4.6E Make connections to personal experiences, ideas in other texts, and society.</p> <p>ELA.4.6F Make inferences and use evidence to support understanding.</p> <p>ELA.4.6G Evaluate details read to determine key ideas.</p> <p>ELA.4.6H Synthesize information to create new understanding.</p> <p>ELA.4.6I Monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions, and annotating when understanding breaks down.</p>

Unit 6	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>Strand 3: Response Skills ELA.4.7A Describe personal connections to a variety of sources, including self-selected texts. ELA.4.7B Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources. ELA.4.7C Use text evidence to support an appropriate response. ELA.4.7D Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order. ELA.4.7E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. ELA.4.7F Respond using newly acquired vocabulary as appropriate. ELA.4.7G Discuss specific ideas in the text that are important to the meaning.</p> <p>Strand 4: Multiple Genres—Genres ELA.4.9E.i Recognize characteristics and structures of argumentative text by identifying the claim. ELA.4.9E.ii Recognize characteristics and structures of argumentative text by explaining how the author has used facts for an argument. ELA.4.9E.iii Recognize characteristics and structures of argumentative text by identifying the intended audience or reader. ELA.4.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft ELA.4.10A Explain the author’s purpose and message within a text. ELA.4.10C Analyze the author’s use of print and graphic features to achieve specific purposes. ELA.4.10F Discuss how the author’s use of language contributes to voice. ELA.4.10G Identify and explain the use of an anecdote.</p> <p>Strand 6: Composition—Writing Process ELA.4.11A Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping. ELA.4.11B.i Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, and a conclusion. ELA.4.11B.ii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details. ELA.4.11C Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity. ELA.4.11D.i Edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments. ELA.4.11D.viii Edit drafts using standard English conventions, including coordinating conjunctions to form compound subjects, predicates, and sentences. ELA.4.11D.x Edit drafts using standard English conventions, including punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue. ELA.4.11D.xi Edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words. ELA.4.11E Publish written work for appropriate audiences.</p> <p>Strand 6: Composition—Genres ELA.4.12B Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.</p> <p>Strand 7: Inquiry and Research ELA.4.13A Generate and clarify questions on a topic for formal and informal inquiry.</p>

Unit 6	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>ELA.4.13B Develop and follow a research plan with adult assistance.</p> <p>ELA.4.13C Identify and gather relevant information from a variety of sources.</p> <p>ELA.4.13D Identify primary and secondary sources.</p> <p>ELA.4.13E Demonstrate understanding of information gathered.</p> <p>ELA.4.13F Recognize the difference between paraphrasing and plagiarism when using source materials.</p> <p>ELA.4.13G Develop a bibliography.</p> <p>ELA.4.13H Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>

HISD | Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2021-2022 Scope and Sequence

Reading Language Arts – Grade 4

Cycle 4	27 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 19 - Feb. 25, 2022	
	Guided Reading Level: S DRA Level: 40/50	

Cycle Overview

Cycle 4 Units:

Unit 7 January 19 – February 4	Contemporary Fiction (Realistic and Historical)
Unit 8 February 7 - 25	Traditional Tales (Folktales, Fables, Legends, Myths, and Tall Tales)

Description of the Genres:

Fiction texts are narratives that tell a story. Fictional text can be **realistic** which is believable in storyline but not in fact true. The events in a **Realistic fiction** text could happen and the characters and settings could exist. Fiction texts could also be fantasy with character, setting, and plot that could seem realistic but in an alternative world and not in the real world.

Contemporary fiction presents characters in a typically modern world setting and experiencing modern day problems. **Historical fiction** focuses on the way people live in the past and the problems encountered in a particular historic time period.

Fantasy genre includes traditional literature and more modern types of fantasy. This could be animals and or science fiction. These imaginative stories have a wide range of complexity, from simple animal fantasy to long, complex narratives that take place in other worlds to texts that use scientific concepts. Authors of modern fantasy take events, places, and people that could not exist in the real world and make their existence believable.

Traditional Literature are tales that have been handed down through many centuries. They originated in oral storytelling and were told to entertain and enlighten adults. These oral stories gave people a way to remember the past and taught cultural values.

Digital texts are in an electronic form where readers can easily learn to bookmark, add notes, and comments to a text electronically. Digital texts offer great opportunities for readers, but genre is still at the heart of reading and writing.

Students will determine the roles various characters play in the conflict and resolution of the plot, as well as analyze major and minor character relationships, in order to make inferences about them and provide evidence to support theme. Students will continue to analyze author's craft techniques as they write their own argumentative and narrative compositions as well as compose correspondence. Students will use the writing process to plan, write, and revise and edit these compositions as they embed grammar skills previously taught. Foundational skills such as oral language, word study, and vocabulary are embedded in lessons and the Fluid Literacy Block.



Type of Assessment	Assessment Windows
Ren360 MOY	January 10 – February 11
Benchmark Running Records (MOY) Middle of the Year	January 18 – February 18
National Assessment of Educational Progress (NAEP)	January 24 – March 4
Texas English Language Proficiency Assessment System (TELPAS) Listening, Speaking, Reading and Writing	February 21 – April 1

GLOBAL GRADUATE



Cycle 4	27 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 19 - Feb. 25, 2022	
	Guided Reading Level: S DRA Level: 40/50	
Cycle Overview		
Texas English Language Proficiency Assessment System (TELPAS) Alternate Listening, Speaking, Reading and Writing		February 21 – April 1

Unit 7	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Contemporary Fiction	<p>Strand 1: Foundational Language Skills—Oral Language</p> <p>ELA.4.1A Listen actively, ask relevant questions to clarify information, and make pertinent comments.</p> <p>ELA.4.1B Follow, restate, and give oral instructions that involve a series of related sequences of action.</p> <p>ELA.4.1C Express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.</p> <p>ELA.4.1D Work collaboratively with others to develop a plan of shared responsibilities.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>ELA.4.2A.i Demonstrate and apply phonetic knowledge by decoding words with specific orthographic patterns and rules, including regular and irregular plurals.</p> <p>ELA.4.2A.ii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.</p> <p>ELA.4.2A.iii Demonstrate and apply phonetic knowledge by decoding words using advanced knowledge of syllable division patterns such as VV.</p> <p>ELA.4.2A.iv Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.</p> <p>ELA.4.2A.v Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.</p> <p>ELA.4.2A.vi Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list.</p> <p>ELA.4.2B.i Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.</p> <p>ELA.4.2B.ii Demonstrate and apply spelling knowledge by spelling homophones.</p> <p>ELA.4.2B.iii Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.</p> <p>ELA.4.2B.iv Demonstrate and apply spelling knowledge by spelling words using advanced knowledge of syllable division patterns.</p> <p>ELA.4.2B.v Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes.</p> <p>ELA.4.2B.vi Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>ELA.4.2C Write legibly cursive to complete assignments.</p>



Unit 7	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>Strand 1: Foundational Language Skills—Vocabulary ELA.4.3A Use print or digital resources to determine meaning, syllabication, and pronunciation. ELA.4.3B Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words. ELA.4.3C Determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter. ELA.4.3D Identify, use, and explain the meaning of homophones such as reign/rain.</p> <p>Strand 1: Foundational Language Skills—Fluency ELA.4.4 Read grade-level text with fluency and comprehension and use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading ELA.4.5 Read grade-appropriate texts independently, self-select text and read independently for a sustained period of time.</p> <p>Strand 2: Comprehension Skills ELA.4.6A Establish purpose for reading assigned and self-selected texts. ELA.4.6B Generate questions about text before, during, and after reading to deepen understanding and gain information. ELA.4.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures. ELA.4.6D Create mental images to deepen understanding. ELA.4.6E Make connections to personal experiences, ideas in other texts, and society. ELA.4.6F Make inferences and use evidence to support understanding. ELA.4.6G Evaluate details read to determine key ideas. ELA.4.6H Synthesize information to create new understanding. ELA.4.6I Monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p>Strand 3: Response Skills ELA.4.7A Describe personal connections to a variety of sources, including self-selected texts. ELA.4.7B Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources. ELA.4.7C Use text evidence to support an appropriate response. ELA.4.7D Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order. ELA.4.7E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. ELA.4.7F Respond using newly acquired vocabulary as appropriate. ELA.4.7.G Discuss specific ideas in the text that are important to the meaning.</p> <p>Strand 4: Multiple Genres—Literary Elements ELA.4.8A Infer basic themes supported by text evidence. ELA.4.8B Explain the interactions of the characters and the changes they undergo. ELA.4.8C Analyze plot elements, including the rising action, climax, falling action, and resolution. ELA.4.8D Explain/Analyze the influence of the setting, including historical and cultural settings, on the plot.</p> <p>Strand 4: Multiple Genres—Genres ELA.4.9F Recognize characteristics of multimodal and digital texts.</p>

Unit 7	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>Strand 5: Author’s Purpose and Craft ELA.4.10A Explain the author’s purpose and message within a text. ELA.4.10B Explain how the use of text structure contributes to the author’s purpose. ELA.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. ELA.4.10E Identify and understand the use of literary devices, including first- or third-person point of view. ELA.4.10F Discuss how the author’s use of language contributes to voice.</p> <p>Strand 6: Composition—Writing Process ELA.4.11A Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping. ELA.4.11B.i Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, and a conclusion. ELA.4.11B.ii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details. ELA.4.11C Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity. ELA.4.11D.i Edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments. ELA.4.11D.ii Edit drafts using standard English conventions, including past tense of irregular verbs. ELA.4.11D.iii Edit drafts using standard English conventions, including singular, plural, common, and proper nouns. ELA.4.11D.iv Edit drafts using standard English conventions, including adjectives, including their comparative and superlative forms. ELA.4.11D.v Edit drafts using standard English conventions, including adverbs that convey frequency and adverbs that convey degree. ELA.4.11D.vi Edit drafts using standard English conventions, including prepositions and prepositional phrases. ELA.4.11D.vii Edit drafts using standard English conventions, including pronouns, including reflexive. ELA.4.11D.viii Edit drafts using standard English conventions, including coordinating conjunctions to form compound subjects, predicates, and sentences. ELA.4.11D.ix Edit drafts using standard English conventions, including capitalization of historical periods, events, and documents, titles of books, stories, and essays; and languages, races, and nationalities. ELA.4.11D.x Edit drafts using standard English conventions, including punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue. ELA.4.11D.xi Edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words. ELA.4.11E Publish written work for appropriate audiences.</p> <p>Strand 6: Composition—Genres ELA.4.12B Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.</p> <p>Strand 7: Inquiry and Research ELA.4.13A Generate and clarify questions on a topic for formal and informal inquiry. ELA.4.13B Develop and follow a research plan with adult assistance. ELA.4.13C Identify and gather relevant information from a variety of sources. ELA.4.13D Identify primary and secondary sources.</p>

Unit 7	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)
	The student will:
	<p>ELA.4.13E Demonstrate understanding of information gathered.</p> <p>ELA.4.13F Recognize the difference between paraphrasing and plagiarism when using source materials.</p> <p>ELA.4.13G Develop a bibliography.</p> <p>ELA.4.13H Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>

Unit 8	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)
	The student will:
Traditional Tales (Folktales, Fables, Legends, Myths, and Tall Tales)	<p>Strand 1: Foundational Language Skills—Oral Language</p> <p>ELA.4.1A Listen actively, ask relevant questions to clarify information, and make pertinent comments.</p> <p>ELA.4.1B Follow, restate, and give oral instructions that involve a series of related sequences of action.</p> <p>ELA.4.1C Express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.</p> <p>ELA.4.1D Work collaboratively with others to develop a plan of shared responsibilities.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>ELA.4.2A.i Demonstrate and apply phonetic knowledge by decoding words with specific orthographic patterns and rules, including regular and irregular plurals.</p> <p>ELA.4.2A.ii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.</p> <p>ELA.4.2A.iii Demonstrate and apply phonetic knowledge by decoding words using advanced knowledge of syllable division patterns such as VV.</p> <p>ELA.4.2A.iv Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.</p> <p>ELA.4.2A.v Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.</p> <p>ELA.4.2A.vi Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list.</p> <p>ELA.4.2B.i Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.</p> <p>ELA.4.2B.ii Demonstrate and apply spelling knowledge by spelling homophones.</p> <p>ELA.4.2B.iii Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.</p> <p>ELA.4.2B.iv Demonstrate and apply spelling knowledge by spelling words using advanced knowledge of syllable division patterns.</p> <p>ELA.4.2B.v Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes.</p> <p>ELA.4.2B.vi Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>ELA.4.2C Write legibly cursive to complete assignments.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p>

Unit 8	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>ELA.4.3A Use print or digital resources to determine meaning, syllabication, and pronunciation.</p> <p>ELA.4.3B Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.</p> <p>ELA.4.3C Determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter.</p> <p>ELA.4.3D Identify, use, and explain the meaning of homophones such as reign/rain.</p> <p>Strand 1: Foundational Language Skills—Fluency</p> <p>ELA.4.4 Read grade-level text with fluency and comprehension and use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>ELA.4.5 Read grade-appropriate texts independently, self-select text and read independently for a sustained period of time.</p> <p>Strand 2: Comprehension Skills</p> <p>ELA.4.6A Establish purpose for reading assigned and self-selected texts.</p> <p>ELA.4.6B Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p>ELA.4.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</p> <p>ELA.4.6D Create mental images to deepen understanding.</p> <p>ELA.4.6E Make connections to personal experiences, ideas in other texts, and society.</p> <p>ELA.4.6F Make inferences and use evidence to support understanding.</p> <p>ELA.4.6G Evaluate details read to determine key ideas.</p> <p>ELA.4.6H Synthesize information to create new understanding.</p> <p>ELA.4.6I Monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p>Strand 3: Response Skills</p> <p>ELA.4.7A Describe personal connections to a variety of sources, including self-selected texts.</p> <p>ELA.4.7B Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.</p> <p>ELA.4.7C Use text evidence to support an appropriate response.</p> <p>ELA.4.7D Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.</p> <p>ELA.4.7E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p>ELA.4.7F Respond using newly acquired vocabulary as appropriate.</p> <p>ELA.4.7G Discuss specific ideas in the text that are important to the meaning.</p> <p>Strand 4: Multiple Genres—Literary Elements</p> <p>ELA.4.8A Infer basic themes supported by text evidence.</p> <p>ELA.4.8B Explain the interactions of the characters and the changes they undergo.</p> <p>ELA.4.8C Analyze plot elements, including the rising action, climax, falling action, and resolution.</p> <p>ELA.4.8D Explain/Analyze the influence of the setting, including historical and cultural settings, on the plot.</p> <p>Strand 4: Multiple Genres—Genres</p> <p>ELA.4.9A Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, legends, myths, and tall tales.</p> <p>ELA.4.9F Recognize characteristics of multimodal and digital texts.</p>

Unit 8	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>Strand 5: Author’s Purpose and Craft</p> <p>ELA.4.10A Explain the author’s purpose and message within a text.</p> <p>ELA.4.10B Explain how the use of text structure contributes to the author’s purpose.</p> <p>ELA.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.</p> <p>ELA.4.10E Identify and understand the use of literary devices, including first- or third-person point of view.</p> <p>ELA.4.10F Discuss how the author’s use of language contributes to voice.</p> <p>Strand 6: Composition—Writing Process</p> <p>ELA.4.11A Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.</p> <p>ELA.4.11B.i Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, and a conclusion.</p> <p>ELA.4.11B.ii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.</p> <p>ELA.4.11C Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.</p> <p>ELA.4.11D.i Edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.</p> <p>ELA.4.11D.ii Edit drafts using standard English conventions, including past tense of irregular verbs.</p> <p>ELA.4.11D.iii Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.</p> <p>ELA.4.11D.iv Edit drafts using standard English conventions, including adjectives, including their comparative and superlative forms.</p> <p>ELA.4.11D.v Edit drafts using standard English conventions, including adverbs that convey frequency and adverbs that convey degree.</p> <p>ELA.4.11D.vi Edit drafts using standard English conventions, including prepositions and prepositional phrases.</p> <p>ELA.4.11D.vii Edit drafts using standard English conventions, including pronouns, including reflexive.</p> <p>ELA.4.11D.viii Edit drafts using standard English conventions, including coordinating conjunctions to form compound subjects, predicates, and sentences.</p> <p>ELA.4.11D.ix Edit drafts using standard English conventions, including capitalization of historical periods, events, and documents, titles of books, stories, and essays; and languages, races, and nationalities.</p> <p>ELA.4.11D.x Edit drafts using standard English conventions, including punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue.</p> <p>ELA.4.11D.xi Edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.</p> <p>ELA.4.11E Publish written work for appropriate audiences.</p> <p>Strand 6: Composition—Genres</p> <p>ELA.4.12C Compose argumentative texts, including opinion essays, using genre characteristics and craft.</p> <p>Strand 7: Inquiry and Research</p> <p>ELA.4.13A Generate and clarify questions on a topic for formal and informal inquiry.</p> <p>ELA.4.13B Develop and follow a research plan with adult assistance.</p> <p>ELA.4.13C Identify and gather relevant information from a variety of sources.</p> <p>ELA.4.13D Identify primary and secondary sources.</p>

Unit 8	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>ELA.4.13E Demonstrate understanding of information gathered.</p> <p>ELA.4.13F Recognize the difference between paraphrasing and plagiarism when using source materials.</p> <p>ELA.4.13G Develop a bibliography.</p> <p>ELA.4.13H Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>

Cycle 5	33 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Feb. 28 - Apr. 22, 2022	
	Guided Reading Level: T DRA Level: 50/60	

Cycle Overview

Cycle 5 Units:

Unit 9 February 28 – March 25	Drama
Unit 10 March 29 – April 22	Poetry

Description of the Genres:

The structure of **dramatic text** is unlike other forms of fiction. It is directly influenced by its purpose. A play is written to be performed rather than just read. A play will include references to characters, scenery, and action, as well as stage directions and usually consists of scripted (written) dialogue between characters. Plays can be realistic fiction, historical fiction, or fantasy and might also include elements of special types of fiction like mystery.

Poetry may be fiction or nonfiction. It includes traditional poems, as well as songs and chants. It can be serious or humorous. Poetry comes in well-defined, specific forms, including free verse, lyrical, narrative, limericks, etc. Poems have specific structural elements, rhythm, rhyme, and tonal quality. Poetry uses language to create imagery and feeling throughout the text.

Digital texts are in an electronic form where readers can easily learn to bookmark, add notes, and comments to a text electronically. Digital texts offer great opportunities for readers, but genre is still at the heart of reading and writing.

Within the genre of Drama, students will recognize and explain structures specific to that genre such as character tags and stage directions. Students will explain character interaction and changes and analyze major plot elements while providing evidence to make inferences about basic themes. In the genre of Poetry, students will explore figurative language the author uses to create images and explain the author’s purpose within a text. Different forms of poetry will be explored and analyzed for structure and purpose. In these units, students will use the skills previously taught as well as new author’s craft techniques along with the writing process to explore different genres of writing. They will embed grammar skills previously taught and apply to their own writing with increasing complexity. Foundational skills such as oral language, word study, and vocabulary are embedded in lessons and the Fluid Literacy Block.



Type of Assessment	Assessment Windows
NAEP	January 24 – March 4
Texas English Language Proficiency Assessment System (TELPAS) Listening, Speaking, and Writing	February 21 – April 1
Texas English Language Proficiency Assessment System (TELPAS) Alternate Listening, Speaking, and Writing	February 21 – April 1
Snapshot 2	February 28 – March 4
STAAR Alternate 2 Preview Window	March 14 – April 29
STAAR Alternate 2	March 28 – April 29
HISD STAAR Release	April 4 - 22



Unit 9	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Drama	<p>Strand 1: Foundational Language Skills—Oral Language ELA.4.1A Listen actively, ask relevant questions to clarify information, and make pertinent comments. ELA.4.1B Follow, restate, and give oral instructions that involve a series of related sequences of action. ELA.4.1C Express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively. ELA.4.1D Work collaboratively with others to develop a plan of shared responsibilities.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing ELA.4.2A.i Demonstrate and apply phonetic knowledge by decoding words with specific orthographic patterns and rules, including regular and irregular plurals. ELA.4.2A.ii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables. ELA.4.2A.iii Demonstrate and apply phonetic knowledge by decoding words using advanced knowledge of syllable division patterns such as VV. ELA.4.2A.iv Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes. ELA.4.2A.v Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants. ELA.4.2A.vi Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list. ELA.4.2B.i Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables. ELA.4.2B.ii Demonstrate and apply spelling knowledge by spelling homophones. ELA.4.2B.iii Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns. ELA.4.2B.iv Demonstrate and apply spelling knowledge by spelling words using advanced knowledge of syllable division patterns. ELA.4.2B.v Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes. ELA.4.2B.vi Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing ELA.4.2C Write legibly cursive to complete assignments.</p> <p>Strand 1: Foundational Language Skills—Vocabulary ELA.4.3A Use print or digital resources to determine meaning, syllabication, and pronunciation. ELA.4.3B Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words. ELA.4.3C Determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter. ELA.4.3D Identify, use, and explain the meaning of homophones such as reign/rain.</p> <p>Strand 1: Foundational Language Skills—Fluency ELA.4.4 Read grade-level text with fluency and comprehension and use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p>

Unit 9	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>Strand 1: Foundational Language Skills—Self-Sustained Reading ELA.4.5 Read grade-appropriate texts independently, self-select text and read independently for a sustained period of time.</p> <p>Strand 2: Comprehension Skills ELA.4.6A Establish purpose for reading assigned and self-selected texts. ELA.4.6B Generate questions about text before, during, and after reading to deepen understanding and gain information. ELA.4.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures. ELA.4.6D Create mental images to deepen understanding. ELA.4.6E Make connections to personal experiences, ideas in other texts, and society. ELA.4.6F Make inferences and use evidence to support understanding. ELA.4.6G Evaluate details read to determine key ideas. ELA.4.6H Synthesize information to create new understanding. ELA.4.6I Monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p>Strand 3: Response Skills ELA.4.7A Describe personal connections to a variety of sources, including self-selected texts. ELA.4.7B Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources. ELA.4.7C Use text evidence to support an appropriate response. ELA.4.7D Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order. ELA.4.7E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. ELA.4.7F Respond using newly acquired vocabulary as appropriate. ELA.4.7G Discuss specific ideas in the text that are important to the meaning.</p> <p>Strand 4: Multiple Genres—Literary Elements ELA.4.8A Infer basic themes supported by text evidence. ELA.4.8B Explain the interactions of the characters and the changes they undergo. ELA.4.8C Analyze plot elements, including the rising action, climax, falling action, and resolution. ELA.4.8D Explain/Analyze the influence of the setting, including historical and cultural settings, on the plot.</p> <p>Strand 4: Multiple Genres—Genres ELA.4.9C Explain structure in drama such as character tags, acts, scenes, and stage directions. ELA.4.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft ELA.4.10A Explain the author’s purpose and message within a text. ELA.4.10B Explain how the use of text structure contributes to the author’s purpose. ELA.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. ELA.4.10F Discuss how the author’s use of language contributes to voice.</p> <p>Strand 6: Composition—Writing Process ELA.4.11A Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.</p>

HISD | Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2021-2022 Scope and Sequence

Reading Language Arts – Grade 4

Unit 9	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>ELA.4.11B.i Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, and a conclusion.</p> <p>ELA.4.11B.ii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.</p> <p>ELA.4.11C Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.</p> <p>ELA.4.11D.i Edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.</p> <p>ELA.4.11D.ii Edit drafts using standard English conventions, including past tense of irregular verbs.</p> <p>ELA.4.11D.iii Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.</p> <p>ELA.4.11D.iv Edit drafts using standard English conventions, including adjectives, including their comparative and superlative forms.</p> <p>ELA.4.11D.v Edit drafts using standard English conventions, including adverbs that convey frequency and adverbs that convey degree.</p> <p>ELA.4.11D.vi Edit drafts using standard English conventions, including prepositions and prepositional phrases.</p> <p>ELA.4.11D.vii Edit drafts using standard English conventions, including pronouns, including reflexive.</p> <p>ELA.4.11D.viii Edit drafts using standard English conventions, including coordinating conjunctions to form compound subjects, predicates, and sentences.</p> <p>ELA.4.11D.ix Edit drafts using standard English conventions, including capitalization of historical periods, events, and documents, titles of books, stories, and essays; and languages, races, and nationalities.</p> <p>ELA.4.11D.x Edit drafts using standard English conventions, including punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue.</p> <p>ELA.4.11D.xi Edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.</p> <p>ELA.4.11E Publish written work for appropriate audiences.</p> <p>Strand 6: Composition—Genres</p> <p>ELA.4.12C Compose argumentative texts, including opinion essays, using genre characteristics and craft.</p> <p>Strand 7: Inquiry and Research</p> <p>ELA.4.13A Generate and clarify questions on a topic for formal and informal inquiry.</p> <p>ELA.4.13B Develop and follow a research plan with adult assistance.</p> <p>ELA.4.13C Identify and gather relevant information from a variety of sources.</p> <p>ELA.4.13D Identify primary and secondary sources.</p> <p>ELA.4.13E Demonstrate understanding of information gathered.</p> <p>ELA.4.13F Recognize the difference between paraphrasing and plagiarism when using source materials.</p> <p>ELA.4.13G Develop a bibliography.</p> <p>ELA.4.13H Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>
Unit 10	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Poetry	<p>Strand 1: Foundational Language Skills—Oral Language</p> <p>ELA.4.1A Listen actively, ask relevant questions to clarify information, and make pertinent comments.</p> <p>ELA.4.1B Follow, restate, and give oral instructions that involve a series of related sequences of action.</p>



Unit 10	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>ELA.4.1C Express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.</p> <p>ELA.4.1D Work collaboratively with others to develop a plan of shared responsibilities.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>ELA.4.2A.i Demonstrate and apply phonetic knowledge by decoding words with specific orthographic patterns and rules, including regular and irregular plurals.</p> <p>ELA.4.2A.ii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.</p> <p>ELA.4.2A.iii Demonstrate and apply phonetic knowledge by decoding words using advanced knowledge of syllable division patterns such as VV.</p> <p>ELA.4.2A.iv Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.</p> <p>ELA.4.2A.v Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.</p> <p>ELA.4.2A.vi Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list.</p> <p>ELA.4.2B.i Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.</p> <p>ELA.4.2B.ii Demonstrate and apply spelling knowledge by spelling homophones.</p> <p>ELA.4.2B.iii Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.</p> <p>ELA.4.2B.iv Demonstrate and apply spelling knowledge by spelling words using advanced knowledge of syllable division patterns.</p> <p>ELA.4.2B.v Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes.</p> <p>ELA.4.2B.vi Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>ELA.4.2C Write legibly cursive to complete assignments.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>ELA.4.3A Use print or digital resources to determine meaning, syllabication, and pronunciation.</p> <p>ELA.4.3B Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.</p> <p>ELA.4.3C Determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter.</p> <p>ELA.4.3D Identify, use, and explain the meaning of homophones such as reign/rain.</p> <p>Strand 1: Foundational Language Skills—Fluency</p> <p>ELA.4.4 Read grade-level text with fluency and comprehension and use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>ELA.4.5 Read grade-appropriate texts independently, self-select text and read independently for a sustained period of time.</p>

Unit 10	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>Strand 2: Comprehension Skills</p> <p>ELA.4.6A Establish purpose for reading assigned and self-selected texts.</p> <p>ELA.4.6B Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p>ELA.4.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</p> <p>ELA.4.6D Create mental images to deepen understanding.</p> <p>ELA.4.6E Make connections to personal experiences, ideas in other texts, and society.</p> <p>ELA.4.6F Make inferences and use evidence to support understanding.</p> <p>ELA.4.6G Evaluate details read to determine key ideas.</p> <p>ELA.4.6H Synthesize information to create new understanding.</p> <p>ELA.4.6I Monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p>Strand 3: Response Skills</p> <p>ELA.4.7A Describe personal connections to a variety of sources, including self-selected texts.</p> <p>ELA.4.7B Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.</p> <p>ELA.4.7C Use text evidence to support an appropriate response.</p> <p>ELA.4.7D Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.</p> <p>ELA.4.7E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p>ELA.4.7F Respond using newly acquired vocabulary as appropriate.</p> <p>ELA.4.7G Discuss specific ideas in the text that are important to the meaning.</p> <p>Strand 4: Multiple Genres—Literary Elements</p> <p>ELA.4.8A Infer basic themes supported by text evidence.</p> <p>ELA.4.8B Explain the interactions of the characters and the changes they undergo.</p> <p>ELA.4.8C Analyze plot elements, including the rising action, climax, falling action, and resolution.</p> <p>ELA.4.8D Explain/Analyze the influence of the setting, including historical and cultural settings, on the plot.</p> <p>Strand 4: Multiple Genres—Genres</p> <p>ELA.4.9B Explain figurative language such as simile, metaphor, and personification that the poet uses to create images.</p> <p>ELA.4.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft</p> <p>ELA.4.10A Explain the author’s purpose and message within a text.</p> <p>ELA.4.10B Explain how the use of text structure contributes to the author’s purpose.</p> <p>ELA.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.</p> <p>ELA.4.10E Identify and understand the use of literary devices, including first- or third-person point of view.</p> <p>ELA.4.10F Discuss how the author’s use of language contributes to voice.</p> <p>Strand 6: Composition—Writing Process</p> <p>ELA.4.11A Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.</p>

Unit 10	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>ELA.4.11B.i Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, and a conclusion.</p> <p>ELA.4.11B.ii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.</p> <p>ELA.4.11C Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.</p> <p>ELA.4.11D.i Edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.</p> <p>ELA.4.11D.ii Edit drafts using standard English conventions, including past tense of irregular verbs.</p> <p>ELA.4.11D.iii Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.</p> <p>ELA.4.11D.iv Edit drafts using standard English conventions, including adjectives, including their comparative and superlative forms.</p> <p>ELA.4.11D.v Edit drafts using standard English conventions, including adverbs that convey frequency and adverbs that convey degree.</p> <p>ELA.4.11D.vi Edit drafts using standard English conventions, including prepositions and prepositional phrases.</p> <p>ELA.4.11D.vii Edit drafts using standard English conventions, including pronouns, including reflexive.</p> <p>ELA.4.11D.viii Edit drafts using standard English conventions, including coordinating conjunctions to form compound subjects, predicates, and sentences.</p> <p>ELA.4.11D.ix Edit drafts using standard English conventions, including capitalization of historical periods, events, and documents, titles of books, stories, and essays; and languages, races, and nationalities.</p> <p>ELA.4.11D.x Edit drafts using standard English conventions, including punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue.</p> <p>ELA.4.11D.xi Edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.</p> <p>ELA.4.11E Publish written work for appropriate audiences.</p> <p>Strand 6: Composition—Genres</p> <p>ELA.4.12A Compose literary texts such as personal narratives and poetry using genre characteristics and craft.</p> <p>ELA.4.12D Compose correspondence that requests information.</p> <p>Strand 7: Inquiry and Research</p> <p>ELA.4.13A Generate and clarify questions on a topic for formal and informal inquiry.</p> <p>ELA.4.13B Develop and follow a research plan with adult assistance.</p> <p>ELA.4.13C Identify and gather relevant information from a variety of sources.</p> <p>ELA.4.13D Identify primary and secondary sources.</p> <p>ELA.4.13E Demonstrate understanding of information gathered.</p> <p>ELA.4.13F Recognize the difference between paraphrasing and plagiarism when using source materials.</p> <p>ELA.4.13G Develop a bibliography.</p> <p>ELA.4.13H Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>

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2021-2022 Scope and Sequence

Reading Language Arts – Grade 4

Cycle 6	31 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Apr. 25 - June 7, 2022	
	Guided Reading Level: U DRA Level: 50/60	

Cycle Overview

Cycle 6 Units:

Unit 11 April 25 – May 13	Informational Text
Unit 12 May 16 – June 7	Argumentative Text

Description of the Genres:

Informational texts are organized logically to offer the reader information about a topic. They often explain, describe, and give examples. Informational texts can include factual texts, literary nonfiction, feature articles, reports, and essays. They use underlying structures like compare and contrast, problem and solution, cause and effect, or chronological order to convey a message or information.

Argumentative texts are a type of informational text written to influence or convince the reader of something by using evidence and reasoning to express a point of view and provide a truth for the reader. Examples of these texts can be found in magazines, journals.

Digital texts are in an electronic form where readers can easily learn to bookmark, add notes, and comments to a text electronically. Digital texts offer great opportunities for readers, but genre is still at the heart of reading and writing.

In this unit, students will recognize characteristics and structures of informational text features. They will find supporting evidence to recognize the central idea and learn to recognize organizational patterns used by authors in informational text. Students will also be exploring argumentative text in which they will learn to identify an author's claim and explain how facts are used to support that argument. In these units, students will use the skills previously taught as well as author's craft techniques to write compositions of different genres including informational and argumentative. They will embed grammar skills previously taught and apply to their own writing with increasing complexity. Foundational skills such as oral language, word study, and vocabulary are embedded in lessons and the Fluid Literacy Block.



Type of Assessment	Assessment Windows
Ren360 EOY (End of the Year)	April 28 – June 1
Benchmark Running Records EOY (End of the Year)	May 2 – 27
HISD Pre-Approved Assessments (DPAs)/District Performance Assessment Tasks (DPATs)	May 2 – 27
STAAR Reading (Paper Administration)	May 5-13
STAAR Reading (Online Administration)	May 10 - 20



Unit 11	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Informational Text	<p>Strand 1: Foundational Language Skills—Oral Language ELA.4.1A Listen actively, ask relevant questions to clarify information, and make pertinent comments. ELA.4.1B Follow, restate, and give oral instructions that involve a series of related sequences of action. ELA.4.1C Express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively. ELA.4.1D Work collaboratively with others to develop a plan of shared responsibilities.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing ELA.4.2A.i Demonstrate and apply phonetic knowledge by decoding words with specific orthographic patterns and rules, including regular and irregular plurals. ELA.4.2A.ii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables. ELA.4.2A.iii Demonstrate and apply phonetic knowledge by decoding words using advanced knowledge of syllable division patterns such as VV. ELA.4.2A.iv Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes. ELA.4.2A.v Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants. ELA.4.2A.vi Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list. ELA.4.2B.i Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables. ELA.4.2B.ii Demonstrate and apply spelling knowledge by spelling homophones. ELA.4.2B.iii Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns. ELA.4.2B.iv Demonstrate and apply spelling knowledge by spelling words using advanced knowledge of syllable division patterns. ELA.4.2B.v Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes. ELA.4.2B.vi Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing ELA.4.2C Write legibly cursive to complete assignments.</p> <p>Strand 1: Foundational Language Skills—Vocabulary ELA.4.3A Use print or digital resources to determine meaning, syllabication, and pronunciation. ELA.4.3B Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words. ELA.4.3C Determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter. ELA.4.3D Identify, use, and explain the meaning of homophones such as reign/rain.</p> <p>Strand 1: Foundational Language Skills—Fluency ELA.4.4 Read grade-level text with fluency and comprehension and use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p>

Unit 11	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>Strand 1: Foundational Language Skills—Self-Sustained Reading ELA.4.5 Read grade-appropriate texts independently, self-select text and read independently for a sustained period of time.</p> <p>Strand 2: Comprehension Skills ELA.4.6A Establish purpose for reading assigned and self-selected texts. ELA.4.6B Generate questions about text before, during, and after reading to deepen understanding and gain information. ELA.4.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures. ELA.4.6D Create mental images to deepen understanding. ELA.4.6E Make connections to personal experiences, ideas in other texts, and society. ELA.4.6F Make inferences and use evidence to support understanding. ELA.4.6G Evaluate details read to determine key ideas. ELA.4.6H Synthesize information to create new understanding. ELA.4.6I Monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p>Strand 3: Response Skills ELA.4.7A Describe personal connections to a variety of sources, including self-selected texts. ELA.4.7B Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources. ELA.4.7C Use text evidence to support an appropriate response. ELA.4.7D Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order. ELA.4.7E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. ELA.4.7F Respond using newly acquired vocabulary as appropriate. ELA.4.7G Discuss specific ideas in the text that are important to the meaning.</p> <p>Strand 4: Multiple Genres—Genres ELA.4.9D.i Recognize characteristics and structures of informational text, including the central idea with supporting evidence. ELA.4.9D.ii Recognize characteristics and structures of informational text, including features such as pronunciation guides and diagrams to support understanding. ELA.4.9D.iii Recognize characteristics and structures of informational text, including organizational patterns such as compare and contrast. ELA.4.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft ELA.4.10A Explain the author’s purpose and message within a text. ELA.4.10B Explain how the use of text structure contributes to the author’s purpose. ELA.4.10C Analyze the author’s use of print and graphic features to achieve specific purposes.</p> <p>Strand 6: Composition—Writing Process ELA.4.11A Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping. ELA.4.11B.i Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, and a conclusion.</p>

Unit 11	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>ELA.4.11B.ii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.</p> <p>ELA.4.11C Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.</p> <p>ELA.4.11D.i Edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.</p> <p>ELA.4.11D.ii Edit drafts using standard English conventions, including past tense of irregular verbs.</p> <p>ELA.4.11D.iii Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.</p> <p>ELA.4.11D.iv Edit drafts using standard English conventions, including adjectives, including their comparative and superlative forms.</p> <p>ELA.4.11D.v Edit drafts using standard English conventions, including adverbs that convey frequency and adverbs that convey degree.</p> <p>ELA.4.11D.vi Edit drafts using standard English conventions, including prepositions and prepositional phrases.</p> <p>ELA.4.11D.vii Edit drafts using standard English conventions, including pronouns, including reflexive.</p> <p>ELA.4.11D.viii Edit drafts using standard English conventions, including coordinating conjunctions to form compound subjects, predicates, and sentences.</p> <p>ELA.4.11D.ix Edit drafts using standard English conventions, including capitalization of historical periods, events, and documents, titles of books, stories, and essays; and languages, races, and nationalities.</p> <p>ELA.4.11D.x Edit drafts using standard English conventions, including punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue.</p> <p>ELA.4.11D.xi Edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.</p> <p>ELA.4.11E Publish written work for appropriate audiences.</p> <p>Strand 6: Composition—Genres</p> <p>ELA.4.12B Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.</p> <p>Strand 7: Inquiry and Research</p> <p>ELA.4.13A Generate and clarify questions on a topic for formal and informal inquiry.</p> <p>ELA.4.13B Develop and follow a research plan with adult assistance.</p> <p>ELA.4.13C Identify and gather relevant information from a variety of sources.</p> <p>ELA.4.13D Identify primary and secondary sources.</p> <p>ELA.4.13E Demonstrate understanding of information gathered.</p> <p>ELA.4.13F Recognize the difference between paraphrasing and plagiarism when using source materials.</p> <p>ELA.4.13G Develop a bibliography.</p> <p>ELA.4.13H Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>

Unit 12	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Argumentative Text	<p>Strand 1: Foundational Language Skills—Oral Language</p> <p>ELA.4.1A Listen actively, ask relevant questions to clarify information, and make pertinent comments.</p> <p>ELA.4.1B Follow, restate, and give oral instructions that involve a series of related sequences of action.</p>

Unit 12	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>ELA.4.1C Express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.</p> <p>ELA.4.1D Work collaboratively with others to develop a plan of shared responsibilities.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>ELA.4.2A.i Demonstrate and apply phonetic knowledge by decoding words with specific orthographic patterns and rules, including regular and irregular plurals.</p> <p>ELA.4.2A.ii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.</p> <p>ELA.4.2A.iii Demonstrate and apply phonetic knowledge by decoding words using advanced knowledge of syllable division patterns such as VV.</p> <p>ELA.4.2A.iv Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.</p> <p>ELA.4.2A.v Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.</p> <p>ELA.4.2A.vi Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list.</p> <p>ELA.4.2B.i Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.</p> <p>ELA.4.2B.ii Demonstrate and apply spelling knowledge by spelling homophones.</p> <p>ELA.4.2B.iii Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.</p> <p>ELA.4.2B.iv Demonstrate and apply spelling knowledge by spelling words using advanced knowledge of syllable division patterns.</p> <p>ELA.4.2B.v Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes.</p> <p>ELA.4.2B.vi Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>ELA.4.2C Write legibly cursive to complete assignments.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>ELA.4.3A Use print or digital resources to determine meaning, syllabication, and pronunciation.</p> <p>ELA.4.3B Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.</p> <p>ELA.4.3C Determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter.</p> <p>ELA.4.3D Identify, use, and explain the meaning of homophones such as reign/rain.</p> <p>Strand 1: Foundational Language Skills—Fluency</p> <p>ELA.4.4 Read grade-level text with fluency and comprehension and use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p>

Unit 12	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>Strand 1: Foundational Language Skills—Self-Sustained Reading ELA.4.5 Read grade-appropriate texts independently, self-select text and read independently for a sustained period of time.</p> <p>Strand 2: Comprehension Skills ELA.4.6A Establish purpose for reading assigned and self-selected texts. ELA.4.6B Generate questions about text before, during, and after reading to deepen understanding and gain information. ELA.4.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures. ELA.4.6D Create mental images to deepen understanding. ELA.4.6E Make connections to personal experiences, ideas in other texts, and society. ELA.4.6F Make inferences and use evidence to support understanding. ELA.4.6G Evaluate details read to determine key ideas. ELA.4.6H Synthesize information to create new understanding. ELA.4.6I Monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p>Strand 3: Response Skills ELA.4.7A Describe personal connections to a variety of sources, including self-selected texts. ELA.4.7B Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources. ELA.4.7C Use text evidence to support an appropriate response. ELA.4.7D Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order. ELA.4.7E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. ELA.4.7F Respond using newly acquired vocabulary as appropriate. ELA.4.7G Discuss specific ideas in the text that are important to the meaning.</p> <p>Strand 4: Multiple Genres—Genres ELA.4.9E.i Recognize characteristics and structures of argumentative text by identifying the claim. ELA.4.9E.ii Recognize characteristics and structures of argumentative text by explaining how the author has used facts for an argument. ELA.4.9E.iii Recognize characteristics and structures of argumentative text by identifying the intended audience or reader. ELA.4.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft ELA.4.10A Explain the author’s purpose and message within a text. ELA.4.10C Analyze the author’s use of print and graphic features to achieve specific purposes. ELA.4.10F Discuss how the author’s use of language contributes to voice. ELA.4.10G Identify and explain the use of an anecdote.</p> <p>Strand 6: Composition—Writing Process ELA.4.11A Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping. ELA.4.11B.i Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, and a conclusion. ELA.4.11B.ii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.</p>

Unit 12	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>ELA.4.11C Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.</p> <p>ELA.4.11D.i Edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.</p> <p>ELA.4.11D.ii Edit drafts using standard English conventions, including past tense of irregular verbs.</p> <p>ELA.4.11D.iii Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.</p> <p>ELA.4.11D.iv Edit drafts using standard English conventions, including adjectives, including their comparative and superlative forms.</p> <p>ELA.4.11D.v Edit drafts using standard English conventions, including adverbs that convey frequency and adverbs that convey degree.</p> <p>ELA.4.11D.vi Edit drafts using standard English conventions, including prepositions and prepositional phrases.</p> <p>ELA.4.11D.vii Edit drafts using standard English conventions, including pronouns, including reflexive.</p> <p>ELA.4.11D.viii Edit drafts using standard English conventions, including coordinating conjunctions to form compound subjects, predicates, and sentences.</p> <p>ELA.4.11D.ix Edit drafts using standard English conventions, including capitalization of historical periods, events, and documents, titles of books, stories, and essays; and languages, races, and nationalities.</p> <p>ELA.4.11D.x Edit drafts using standard English conventions, including punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue.</p> <p>ELA.4.11D.xi Edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.</p> <p>ELA.4.11E Publish written work for appropriate audiences.</p> <p>Strand 6: Composition—Genres</p> <p>ELA.4.12C Compose argumentative texts, including opinion essays, using genre characteristics and craft.</p> <p>Strand 7: Inquiry and Research</p> <p>ELA.4.13A Generate and clarify questions on a topic for formal and informal inquiry.</p> <p>ELA.4.13B Develop and follow a research plan with adult assistance.</p> <p>ELA.4.13C Identify and gather relevant information from a variety of sources.</p> <p>ELA.4.13D Identify primary and secondary sources.</p> <p>ELA.4.13E Demonstrate understanding of information gathered.</p> <p>ELA.4.13F Recognize the difference between paraphrasing and plagiarism when using source materials.</p> <p>ELA.4.13G Develop a bibliography.</p> <p>ELA.4.13H Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>