

Cycle 1	38 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. 26 – Oct. 18, 2019	
	Guided Reading Level: P/Q DRA Level: 38/40	

Unit 1: Literary Text (Realistic Fiction, Historical Fiction, Traditional Fiction, and Diverse Fiction)

In this unit, students will explore and study the genre of **Fiction (Realistic, Historical, Traditional, and Diverse)**. Students will explore reading comprehension and synthesis through the strategy of **Book, Head, Heart** (Beers and Probst). Students will use **Notice and Note Signposts** (Beers and Probst) to explain character interaction and changes, elements of the plot, infer theme, explain setting and make inferences using textual evidence. Students will respond to fictional texts through **Quickwrites** (Rief), which will provide the seeds for composing future personal narratives. As students consume texts in the fiction genre through print, multimodal, and digital texts, they will **Notice and Name** (Wood Ray) author’s craft, which they will later apply to their writing. As students consume and critique mentor texts, they will notice what this genre **Must Have, Might Have, and Won’t Have** (Wood Ray), including genre characteristics and author’s craft. Students will apply what they learned from this genre study as they produce a personal narrative. The teacher will model this process by writing alongside the students. Students will edit and revise responses to text using the **Invitation to Notice** (Anderson) with a focus on simple and compound sentences, noun usage, irregular verbs, capitalization and punctuation marks. During **Inquiry and Research** students will brainstorm research topics, generate open-ended questions, develop research plan with information from a variety of sources. **Foundational Language Skills** such as oral language, word study, and vocabulary are embedded in mini-lessons and the **Fluid Literacy Block**. The teacher will use the [25 Day Literature Circles Launch](#) to explicitly teach routines and procedures during guided reading and literature circles. Additionally, the [First 25 Day Writer’s Workshop](#) will provide strategies on how to implement the writing workshop to incorporate the writing process in daily writing activities.

Essential Question: How can reading help us understand and question the world?

<u>Unit 1</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Fiction	<p>17 lessons</p> <p>Suggested Pacing: Aug. 26 – Sept. 18</p> <p>Part 1 Aug. 26-30</p> <p><i>Labor Day</i> <i>Sept. 2</i></p> <p>Part 2 Sept. 3-9</p> <p>Part 3 Sept. 10-16</p> <p>Part 4 Sept. 17-18</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.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.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.iii Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.</p>



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	<p style="text-align: center;">Extend Assess Review Reteach Sept. 19</p> <p style="text-align: center;">Benchmark Running Records BOY Sept. 3-30</p> <p style="text-align: center;">Renaissance Learning 360 Screener BOY Sept. 3-20</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.</p> <p>Strand 1: Foundational Language Skills—Fluency ELA.4.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading ELA.4.5A 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.4.7F Respond using newly acquired vocabulary as appropriate.</p>



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		<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 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.4.10C Analyze the author’s use of print and graphic features to achieve specific purposes.</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 irregular verbs.</p> <p>ELA.4.11D.iii Edit drafts using standard English conventions, including singular, plural, common, and proper nouns, including gender- specific articles.</p> <p>ELA.4.11D.iv Edit drafts using standard English conventions, including adjectives, including their comparative and superlative forms.</p>

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		<p>ELA.4.11D.ix Edit drafts using standard English conventions, including capitalization of historical events and documents, titles of books, stories, and essays.</p> <p>ELA.4.11D.x Edit drafts using standard English conventions, including punctuation marks, including commas in compound and complex sentences and quotation marks for 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.</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> <p>Ongoing TEKS</p>
<u>Unit 2: Literary Text (Drama)</u>		
<p>In this unit of study, students will explore the genre of Drama using Must Have, Might Have and Won't Have (Wood Ray) strategy to analyze structure and literary elements. Students will explore reading comprehension and synthesis through the strategy of Book, Head, Heart (Beers and Probst). Students will use the strategy Notice and Note Signposts (Beers and Probst) to analyze plot elements, including the rising action, climax, falling action, and resolution, and explain character interactions and changes they undergo through. Students will recognize characteristics of print, multimodal, and digital texts. While interacting with these texts, students will infer the theme and structural elements of drama, such as character tags, acts, scenes, and stage directions. Students will be able to explain author's craft and purpose and evaluate the impact of sensory details, imagery, and figurative language in drama using Notice and Name (Wood Ray). Students will respond to text through summarizing and making connections using textual evidence. Student responses can be used to revise and edit during the Invitation to Notice (Anderson). Additionally, students will study and imitate author's craft using mentor texts to apply to their own personal narrative. Students will continue Inquiry and Research by demonstrating an understanding of gathered information and differentiating between paraphrasing and plagiarism. Foundational Language Skills such as oral language, word study, and vocabulary are embedded in mini-lessons and the Fluid Literacy Block. The teacher will use the 25 Day Literature Circles Launch to explicitly teach routines and procedures during guided reading and literature circles. Additionally, the First 25 Day Writer's Workshop will provide strategies on how to implement the writing workshop to incorporate the writing process in daily writing activities.</p>		
Essential Question: What do we learn about ourselves and each other by understanding characters?		

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<u>Unit 2</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Drama	<p style="text-align: center;">9 lessons</p> <p style="text-align: center;">Suggested Pacing: Sept. 20 – Oct. 2</p> <p style="text-align: center;">Part 1 Sept. 20-26</p> <p style="text-align: center;">Part 2 Sept. 27 – Oct. 2</p> <p style="text-align: center;"><i>Early Dismissal</i> Sept. 27</p> <p style="text-align: center;">Extend Assess Review Reteach Oct. 3</p>	<p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</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.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>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>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>ELA.4.5A Read grade-appropriate texts independently, self-select text and interact independently with text for 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>

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		<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>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 the influence of the setting, including historical and cultural settings, on the plot.</p> <p>Strand 4: Multiple Genres—Genres</p> <p>ELA.4.9C Explain structure in drama such as character tags, acts, scenes, and stage directions.</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>Strand 6: Composition—Writing Process</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.x Edit drafts using standard English conventions, including punctuation marks, including commas in compound and complex sentences and quotation marks for 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.</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>

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		<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> <p>Ongoing TEKS</p>
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Unit 3: Literary Text (Poetry)

In this unit, students will explore and study the genre of **Poetry** using **Consume, Critique, and Produce** (O’Flahavan) to compose a variety of poetry. Students will explore reading comprehension through the strategy of **Book Head, Heart** (Beers and Probst) to analyze, explain, and synthesize the meaning and author’s purpose of a poem. Students will respond to poetry through **Quickwrites** (Rief), which will provide the seeds for composing future poems. As students consume poetry, they will use the **Notice and Name** (Wood Ray) strategy to analyze and explain figurative language such as simile, metaphor, and personification that the poet uses to create images which will later be applied to their writing. As students consume and critique mentor texts, they will notice what this genre **Must Have, Might Have, and Won’t Have** (Katie Wood Ray), including genre characteristics and possible author’s craft techniques. Student responses to text can be used to revise and edit during the **Invitation to Notice** (Anderson) strategy. The teacher will model the writing process, revising and editing, by writing alongside the students. Students will apply what they learned from this genre study to produce their own poetry. Students will continue **Inquiry and Research** by demonstrating an understanding of gathered information and presenting research results using either written, oral, or multimodal delivery depending on the audience. **Foundational Language Skills** such as oral language, word study, and vocabulary are embedded in mini-lessons and the **Fluid Literacy Block**.

Essential Question: How does understanding poetry help us make sense of the world?

<u>Unit 3</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Poetry	<p style="text-align: center;">9 lessons</p> <p style="text-align: center;">Suggested Pacing: Oct. 4-17</p> <p style="text-align: center;">Part 1 Oct. 4-11</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.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,</p>



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	<p><i>Fall Holiday</i> Oct. 9 <i>(students only)</i></p> <p style="text-align: center;">Part 2 Oct. 14-17</p> <p><i>Early Dismissal</i> Oct. 18</p> <p style="text-align: center;">Extend Assess Review Reteach Oct. 18</p> <p>Renaissance Learning 360 Progress Monitoring Oct. 14 – Nov. 1</p>	<p>including digraphs and diphthongs; r-controlled syllables; and final stable syllables.</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.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—Vocabulary</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>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>ELA.4.5A Read grade-appropriate texts independently, self-select text and interact independently with text for 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.4.7E 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>Strand 4: Multiple Genres—Literary Elements</p> <p>ELA.4.8A Infer basic themes supported by text evidence.</p>



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		<p>Strand 4: Multiple Genres—Genres ELA.4.9B Explain figurative language such as simile, metaphor, and personification that the poet uses to create images. 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. 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.4.11D.vi Edit drafts using standard English conventions, including prepositions and prepositional phrases. ELA.4.11D.x Edit drafts using standard English conventions, including punctuation marks, including commas in compound and complex sentences and quotation marks for dialogue. ELA.4.11D.xi Edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules.</p> <p>Strand 6: Composition—Genres ELA.4.12A Compose literary texts such as personal narratives and poetry using 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. ELA.4.13E Demonstrate understanding of information gathered. ELA.4.13F Recognize the difference between paraphrasing and plagiarism when using source materials. ELA.4.13G Develop a bibliography. ELA.4.13H Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p> <p>Ongoing TEKS</p>

Cycle 2	39 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. 21 – Dec. 19, 2019	
	Guided Reading Level: Q/R DRA Level: 40/40	

[Unit 4: Informational Text](#)

In this unit of study, students will explore the genre of **Informational** text through **Consume, Critique, Produce** (O’Flahavan) strategy. While interacting with these texts, students will use comprehension skills to make inferences, evaluate ideas, and synthesize to create new understandings from the information presented by the author. Students will recognize the characteristics and structures of informational text, including the central idea and supporting evidence, text features, and organizational patterns through a variety of texts, such as print, multimodal, and digital texts using **Notice and Note Signposts** (Beers and Probst). Students will respond in a variety of meaningful ways such as notetaking, annotating, freewriting, or illustrating. Students will study author’s craft and purpose through **Notice and Name** (Wood Ray) to apply and improve their writing. Students will use the **Consume, Critique and Produce** (O’Flahavan) strategy to compose an informational text. Additionally, students will use mentor texts with the **Invitation to Notice** (Anderson) strategy to revise, edit, and apply conventions to their own writing. The teacher will model writing process to collect, plan, draft, and revise by writing alongside the students. During the **Inquiry and Research**, students will brainstorm research topics, generate and clarify questions to develop a research plan using information from a variety of sources. **Foundational Language Skills** such as oral language, word study, and vocabulary are embedded in mini-lessons and the **Fluid Literacy Block**.

Essential Question: How do authors organize and structure their writing to clearly communicate with readers?

<u>Unit 4</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Informational Text	<p>14 lessons</p> <p>Suggested Pacing: Oct. 21 – Nov. 7</p> <p>Part 1 Oct. 21-25</p> <p>Part 2 Oct. 28 – Nov. 1</p> <p style="background-color: #fce4d6;">Snapshot 1 Reading and Writing Suggested Window: Oct. 28 – Nov. 1</p> <p style="color: #0070c0;"><u>See Outline for TEKS Details.</u></p> <p>Part 3 Nov. 4-11</p> <p><i>Early Dismissal</i> Nov. 8</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.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>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>



Cycle 2	39 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. 21 – Dec. 19, 2019	
	Guided Reading Level: Q/R DRA Level: 40/40	
	<p>Extend Assess Review Reteach Nov. 8</p>	<p>Strand 1: Foundational Language Skills—Self-Sustained Reading ELA.4.5A Read grade-appropriate texts independently, self-select text and interact independently with text for sustained periods 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.4.7B 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>

Cycle 2	39 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. 21 – Dec. 19, 2019	
	Guided Reading Level: Q/R DRA Level: 40/40	
		<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>ELA.4.10G Identify and explain the use of anecdote.</p> <p>Strand 6: Composition—Writing Process</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.iv Edit drafts using standard English conventions, including adjectives, including their comparative and superlative forms.</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 events and documents, titles of books, stories, and essays.</p> <p>ELA.4.11D.x Edit drafts using standard English conventions, including punctuation marks, including commas in compound and complex sentences and quotation marks for 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.</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>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> <p>Ongoing TEKS</p>

Cycle 2	39 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. 21 – Dec. 19, 2019	
	Guided Reading Level: Q/R DRA Level: 40/40	

[Unit 5: Argumentative Text](#)

In this unit of study, students will explore the genre of **Argumentative** text through **Consume, Critique, and Produce** (O’Flahavan) strategy to recognize and analyze the characteristics and structures of argumentative text. Students will be able to explain how an author uses language, claims, and facts to contribute to the author’s purpose. While interacting with these texts, students will continue to use comprehension skills to generate questions, make predictions, create mental pictures, make connections, inferences, determine key ideas, and synthesize information. Students will explore various forms of informational texts, such as print, multimodal, and digital and recognize characteristics. Students will study author’s purpose and craft through **Notice and Name** (Katie Wood Ray) to help compose their own argumentative text. Students will revise and edit mentor texts using **Invitation to Notice** (Anderson) strategy to be applied to their writing. The teacher will model the writing process by writing alongside the students. Students will apply what they learned from this genre study to produce their own argumentative text. During **Inquiry and Research**, students will brainstorm research topics, generate and clarify questions to develop a research plan using information from a variety of sources. **Foundational Language Skills** such as oral language, word study, and vocabulary are embedded in mini-lessons and the **Fluid Literacy Block**.

Essential Question: How do writers use language that impacts the reader to take action?

<u>Unit 5</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Argumentative Text	<p>9 lessons</p> <p>Suggested Pacing: Nov. 11-21</p> <p>Part 1 Nov. 11-15</p> <p>Part 2 Nov. 18-21</p> <p>Extend Assess Review Reteach Nov. 22</p> <p><i>Thanksgiving Holiday</i> Nov. 25-29</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.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.4.2B.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.iii Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.</p> <p>ELA.4.2B.v Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes.</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>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>Strand 1: Foundational Language Skills—Self-Sustained Reading</p>



Cycle 2	39 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. 21 – Dec. 19, 2019	
	Guided Reading Level: Q/R DRA Level: 40/40	
		<p>ELA.4.5A Read grade-appropriate texts independently, self-select text and interact independently with text for sustained periods 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.4.7B 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—Genres</p> <p>ELA.4.9E.i Recognize characteristics and structures of argumentative text by identifying the claim.</p> <p>ELA.4.9E.ii Recognize characteristics and structures of argumentative text by explaining how the author has used facts for an argument.</p> <p>ELA.4.9E.iii Recognize characteristics and structures of argumentative text by identifying the intended audience or reader.</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.4.10C Analyze the author’s use of print and graphic features to achieve specific purposes.</p> <p>ELA.4.10F Discuss how the author’s use of language contributes to voice.</p> <p>Strand 6: Composition—Writing Process</p>



Cycle 2	39 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. 21 – Dec. 19, 2019	
	Guided Reading Level: Q/R DRA Level: 40/40	
		<p>ELA.4.11D.ii Edit drafts using standard English conventions, including irregular verbs.</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.vii Edit drafts using standard English conventions, including pronouns, including personal, possessive, objective, reflexive, and prepositional.</p> <p>ELA.4.11D.ix Edit drafts using standard English conventions, including capitalization of historical events and documents, titles of books, stories, and essays.</p> <p>ELA.4.11D.xi Edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules.</p> <p>Strand 6: Composition—Genres</p> <p>ELA.4.12C Compose argumentative texts, including opinion essays, 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> <p>Ongoing TEKS</p>
Unit 6: Literary Nonfiction		
<p>In this unit of study, students will explore the genre of Literary Nonfiction using Book Head, Heart (Beers and Probst) strategy to comprehend and synthesize texts. We will analyze literary elements, such as theme, character interaction and changes, setting and plot elements found in some nonfiction texts (literary nonfiction). Students will identify the literary language used to reveal theme and conflict in a person’s life using Notice and Note Signposts (Beers and Probst). Students will also identify structure and characteristics through the study of literary nonfiction using Must Have, Might Have and Won’t Have (Wood Ray) strategy. While interacting with these texts, students will analyze the author’s purpose and craft using Notice and Name (Wood Ray). Students will study mentor text using the Invitation to Notice (Anderson) strategy to revise, edit, and apply to their own text. Students will continue Inquiry and Research by demonstrating an understanding of gathered information and prepare to present their research results using either written, oral, or multimodal delivery depending on the audience. Foundational Language Skills such as oral language, word study, and vocabulary are embedded in mini-lessons and the Fluid Literacy Block.</p>		

Cycle 2	39 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. 21 – Dec. 19, 2019	
	Guided Reading Level: Q/R DRA Level: 40/40	
Essential Question: Which of our life experiences shape who we are?		
<u>Unit 6</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Literary Nonfiction	13 lessons	<p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>ELA.4.2.A.i Demonstrate and apply phonetic knowledge by decoding words with specific orthographic patterns and rules, including regular and irregular plurals.</p> <p>ELA.4.2.A.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.4.2.A.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.iii Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling 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>ELA.4.2A.vi Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list.</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>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>ELA.4.5A Read grade-appropriate texts independently, self-select text and interact independently with text 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>
	Suggested Pacing: Dec. 2-18	
	Part 1 Dec. 2-6	
	Part 2 Dec. 9-13	
	District-Level Assessment Reading and Writing Suggested Window: Dec. 9-13	
	See Blueprint for TEKS Details.	
	Part 3 Dec. 16-18	
	Extend Assess Review Reteach Dec. 19	
	Benchmark Running Records MOY Dec. 9 – Jan. 17	
	<i>Teacher Preparation Day</i> Dec. 20	
<i>Winter Break</i>		



Cycle 2	39 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. 21 – Dec. 19, 2019	
	Guided Reading Level: Q/R DRA Level: 40/40	
	<i>Dec. 23 – Jan. 3</i>	<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—Genres</p> <p>ELA.4.9D.i Recognize characteristics and structures of informational text, including the central idea with supporting evidence.</p> <p>ELA.4.9D.ii Recognize characteristics and structures of informational text, including features such as pronunciation guides and diagrams to support understanding.</p> <p>ELA.4.9D.iii Recognize characteristics and structures of informational text, including organizational patterns such as compare and contrast.</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.4.10C Analyze the author’s use of print and graphic features to achieve specific purposes.</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>

Cycle 2	39 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. 21 – Dec. 19, 2019	
	Guided Reading Level: Q/R DRA Level: 40/40	
		<p>Strand 6: Composition—Writing Process</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.vii Edit drafts using standard English conventions, including pronouns, including personal, possessive, objective, reflexive, and prepositional.</p> <p>ELA.4.11D.viii Edit drafts using standard Spanish 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 commas in compound and complex sentences and quotation marks for 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.</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>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> <p>Ongoing TEKS</p>

Cycle 3	49 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. 6 – Mar. 13, 2020	
	Guided Reading Level: R/S/T DRA Level: 40/50	

Unit 7: Literary Text (Drama)

In this unit of study, students will explore reading comprehension and synthesis through the strategy of **Book, Head, Heart** (Beers and Probst). Students will be able to explain the structure in drama such as character tags, acts, scenes, and stage directions, as well as analyze character interactions, plot, and theme through inferencing using textual evidence using **Notice and Note Signposts** (Beers and Probst). While interacting with these texts, students will evaluate the impact of sensory details, imagery, and figurative language in literary text using **Notice and Name** (Wood Ray) to apply to future writing. Students will also summarize the text and make connections to multimodal and digital texts through a variety of oral and written responses. Students will use mentor texts, written responses and quickwrites for editing, grammar, and revising through the **Invitation to Notice** (Anderson) strategy. Additionally, students will brainstorm research topics, generate, and clarify questions to develop a research plan using information from a variety of sources during **Inquiry and Research**. **Foundational Language Skills** such as oral language, word study, and vocabulary are embedded in mini-lessons and the **Fluid Literacy Block**.

Essential Question: What can we learn from the themes in drama that we can apply to our own life?

Unit 7	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Drama	<p>11 lessons</p> <p>Suggested Pacing: Jan. 6-21</p> <p>Part 1 Jan. 6-10</p> <p>Part 2 Jan. 13-21</p> <p><i>Early Dismissal</i> Jan. 17</p> <p><i>MLK Jr. Day</i> Jan. 20</p> <p>Extend Assess Review Reteach Jan. 22-23</p> <p>Renaissance Learning 360 Screener MOY Jan. 6-24</p>	<p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</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.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—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>



Cycle 3	49 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. 6 – Mar. 13, 2020	
	Guided Reading Level: R/S/T DRA Level: 40/50	
		<p>Strand 1: Foundational Language Skills—Self-Sustained Reading ELA.4.5A Read grade-appropriate texts independently, self-select text and interact independently with text for sustained periods 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 Respond using newly acquired vocabulary as appropriate. ELA.4.7F 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 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.</p>



Cycle 3	49 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. 6 – Mar. 13, 2020	
	Guided Reading Level: R/S/T DRA Level: 40/50	
		<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>Strand 6: Composition—Writing Process</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.x Edit drafts using standard English conventions, including punctuation marks, including commas in compound and complex sentences and quotation marks for 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.</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.4.12B 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> <p>Ongoing TEKS</p>

Unit 8: Literary Text (Poetry)

In this unit, students will continue exploring the genre of **Poetry** using **Consume, Critique, and Produce** (O’Flahavan) to notice what this genre **Must Have, Might Have, and Won’t Have** (Wood Ray), including genre characteristics and author’s craft. Students will explore reading comprehension and synthesis through the strategy of **Book Head, Heart** (Beers and Probst) to analyze, explain, and synthesize the meaning of a poem. Students will study the characteristics of multimodal and digital poetry. Students will respond to poetry in meaningful ways such as notetaking, annotating, freewriting, or illustrating. which will provide the seeds for composing future poetry. As students consume texts in this genre, they will **Notice and Name** (Wood Ray) author’s craft to later apply what they learned to produce their own



Cycle 3	49 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. 6 – Mar. 13, 2020	
	Guided Reading Level: R/S/T DRA Level: 40/50	

poetry. The teacher will model planning, developing, revising, and editing alongside the student’s poetry. Students will use mentor texts, written responses and quickwrites for revising and editing grammar through the **Invitation to Notice (Anderson)** strategy. Additionally, students will brainstorm research topics, generate and clarify questions to develop a research plan using information from a variety of sources during **Inquiry and Research**. **Foundational Language Skills** such as oral language, word study, and vocabulary are embedded in mini-lessons and the **Fluid Literacy Block**.

Essential Question: How does understanding poetry help us better understand the world and ourselves?

Unit 8	Suggested Pacing	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Poetry	<p style="text-align: center;">11 lessons</p> <p style="text-align: center;">Suggested Pacing: Jan. 24 – Feb. 7</p> <p style="text-align: center;">Part 1 Jan. 24-30</p> <p style="text-align: center;">Snapshot 2 Reading and Writing Suggested Window: Jan. 27-31</p> <p style="text-align: center;">See Outline for TEKS Details.</p> <p style="text-align: center;">Part 2 Jan. 31 – Feb. 7</p> <p style="text-align: center;">Extend Assess Review Reteach Feb. 10-11</p>	<p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</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.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.iii Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.</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—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>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>ELA.4.5A Read grade-appropriate texts independently, self-select text and interact independently with text for sustained periods 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>



Cycle 3	49 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. 6 – Mar. 13, 2020	
	Guided Reading Level: R/S/T DRA Level: 40/50	
		<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.4.7E 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>Strand 4: Multiple Genres—Literary Elements</p> <p>ELA.4.8A Infer basic themes supported by text evidence.</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.4.10C Analyze the author’s use of print and graphic features to achieve specific purposes.</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.4.11D.vi Edit drafts using standard English conventions, including prepositions and prepositional phrases.</p> <p>ELA.4.11D.x Edit drafts using standard English conventions, including punctuation marks, including commas in compound and complex sentences and quotation marks for dialogue.</p>



Cycle 3	49 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. 6 – Mar. 13, 2020	
	Guided Reading Level: R/S/T DRA Level: 40/50	
		<p>ELA.4.11D.xi Edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules.</p> <p>Strand 6: Composition—Genres ELA.4.12A Compose literary texts such as personal narratives and poetry using genre characteristics and craft. 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. ELA.4.13E Demonstrate understanding of information gathered. ELA.4.13F Recognize the difference between paraphrasing and plagiarism when using source materials. ELA.4.13G Develop a bibliography. ELA.4.13H Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p> <p>Ongoing TEKS</p>
<u>Unit 9: Thematic (Multiple Genres)</u>		
<p>In this thematic unit, students will explore reading comprehension and synthesis through the genres of Fiction, Drama and Poetry. Students will be able to compare what fiction, drama and poetry Must Have, Might Have and Won't Have to analyze author's craft, purpose, and genre characteristics. Students will be able to analyze theme, plot and literary elements by make inferences within, across texts and society. Students will be able to analyze characters interaction and changes and explain the impact of figurative language through Notice and Note Signposts. In addition to honing their literacy skills, students can choose to write, revise and edit a poem or narrative that conveys similar themes while following the Writing Process. Students will continue following the Invitation to Notice strategy (Anderson) to improve grammar and revision in their own writing. The teacher will continue to write alongside students while allowing feedback from peers. Allow students opportunities for Inquiry and Research by demonstrating an understanding of gathered information and differentiating between paraphrasing and plagiarism, as well as time to present their research results using either written, oral, or multimodal delivery depending on the audience. Foundational Language Skills such as oral language, word study, and vocabulary are embedded in reading and writing lessons and the Fluid Literacy Block.</p> <p>Essential Question: How do author's personal beliefs impact a story, drama or poem?</p>		
<u>Unit 9</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Thematic (Multiple Genres)	21 lessons Suggested Pacing:	Strand 1: Foundational Language Skills—Beginning Reading and Writing ELA.4.2A.ii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel



Cycle 3	49 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. 6 – Mar. 13, 2020	
Guided Reading Level: R/S/T DRA Level: 40/50		
	<p>Feb. 12 – Mar. 11</p> <p>Part 1 Feb. 2-18</p> <p><i>Early Dismissal</i> Feb. 14</p> <p>Part 2 Feb. 19-25</p> <p style="background-color: #ffe0b2;">STAAR-Released Assessment Writing Suggested Window: Feb. 24-28</p> <p>2018 Released Assessment</p> <p>Part 3 Feb. 26 – Mar. 3</p> <p>Part 4 Mar. 3-10</p> <p>Extend Assess Review Reteach March. 12-13</p> <p><i>Spring Break</i> Mar. 16-20</p>	<p>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.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.iii Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.</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—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>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>ELA.4.5A Read grade-appropriate texts independently, self-select text and interact independently with text for sustained periods 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>



Cycle 3	49 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. 6 – Mar. 13, 2020	
	Guided Reading Level: R/S/T DRA Level: 40/50	
		<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 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.4.9B Explain figurative language such as simile, metaphor, and personification that the poet uses to create images.</p> <p>ELA.4.9C Explain structure in drama such as character tags, acts, scenes, and stage directions.</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.4.10C Analyze the author’s use of print and graphic features to achieve specific purposes.</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.4.11D.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.v Edit drafts using standard English conventions, including adverbs that convey frequency and adverbs that convey degree.</p>

Cycle 3	49 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. 6 – Mar. 13, 2020	
	Guided Reading Level: R/S/T DRA Level: 40/50	
		<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 reflexive pronouns.</p> <p>ELA.4.11D.x Edit drafts using standard English conventions, including punctuation marks, including commas in compound and complex sentences and quotation marks for 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.</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.4.12B 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> <p>Ongoing TEKS</p>

Cycle 4	47 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.
	Mar. 23 – May 29, 2020	
	Guided Reading Level: S/T/U DRA Level: 50/60	

[Unit 10: Informational and Argumentative Text](#)

In this unit of study, students will comprehend and synthesize **Informational and Argumentative** texts through **Book Head, Heart** (Beers and Probst) strategy. Students will be able to respond and explain the central idea of text. While interacting with these texts, students will use **Notice and Note Signposts** (Beers and Probst) to recognize characteristics and structures of texts by identifying the impact of organizational patterns, text features, claim, diagrams, facts, audience, multimodal, and digital texts. Students will be able to compare and contrast what informational and argumentative texts **Must Have, Might Have and Won't Have** (Wood Ray). Students will have an option to create an argumentative or informational text through close study of author's craft through **Notice and Name** (Wood Ray). Students will develop sentence fluency through a study of sentence structure and conventions through the **Invitation to Notice** (Anderson) process. Additionally, students will brainstorm research topics and generate and clarify questions to develop and present their research through written, oral, or multimodal delivery using information from a variety of sources during the **Inquiry and Research. Foundational Language Skills** such as oral language, word study, and vocabulary are embedded in mini-lessons and the **Fluid Literacy Block**.

Essential Question: How does a writer's use of language impact reader's behavior?

<u>Unit 10</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Informational and Argumentative Text	<p>14 lessons</p> <p>Suggested Pacing: Mar. 23 – Apr. 13</p> <p><u>Part 1</u> Mar. 23-27</p> <p>STAAR-Released Assessment Reading Suggested Window: Mar. 23-27</p> <p>2018 Released Assessment</p> <p><i>Chávez/Huerta Day</i> Mar. 30</p> <p><u>Part 2</u> Mar. 31 – Apr. 6</p> <p><u>Part 3</u> Apr. 7-13</p>	<p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</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.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.iii Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.</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—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>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>ELA.4.5A Read grade-appropriate texts independently, self-select text and interact independently with text for sustained periods of time.</p> <p>Strand 2: Comprehension Skills</p> <p>ELA.4.6A Establish purpose for reading assigned and self-selected texts.</p>



Cycle 4	47 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.
	Mar. 23 – May 29, 2020	
	Guided Reading Level: S/T/U DRA Level: 50/60	
	STAAR Writing Apr. 7	<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.4.7B 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—Genres</p> <p>ELA.4.9D.i Recognize characteristics and structures of informational text, including the central idea with supporting evidence.</p> <p>ELA.4.9D.ii Recognize characteristics and structures of informational text, including features such as pronunciation guides and diagrams to support understanding.</p> <p>ELA.4.9D.iii Recognize characteristics and structures of informational text, including organizational patterns such as compare and contrast.</p> <p>ELA.4.9E.i Recognize characteristics and structures of argumentative text by identifying the claim.</p> <p>ELA.4.9E.ii Recognize characteristics and structures of argumentative text by explaining how the author has used facts for an argument.</p> <p>ELA.4.9E.iii Recognize characteristics and structures of argumentative text by identifying the intended audience or reader.</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.4.10C Analyze the author’s use of print and graphic features to achieve specific purposes.</p> <p>ELA.4.10F Discuss how the author’s use of language contributes to voice.</p>
	<i>Spring Holiday</i> Apr. 10	
	Extend Assess Review Reteach Apr. 14	

Cycle 4	47 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.
	Mar. 23 – May 29, 2020	
	Guided Reading Level: S/T/U DRA Level: 50/60	
		<p>ELA.4.10G Identify and explain the use of anecdote.</p> <p>Strand 6: Composition—Writing Process</p> <p>ELA.4.11D.ii Edit drafts using standard English conventions, including irregular verbs.</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 personal, possessive, objective, reflexive, and prepositional.</p> <p>ELA.4.11D.ix Edit drafts using standard English conventions, including capitalization of historical events and documents, titles of books, stories, and essays.</p> <p>ELA.4.11D.xi Edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules.</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>ELA.4.12C Compose argumentative texts, including opinion essays, 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> <p>Ongoing TEKS</p>
Unit 11: Literary Text (Realistic Fiction, Historical Fiction, Traditional Fiction, and Diverse Fiction)		
<p>In this unit, students will review and study the genre of Fiction (Realistic, Historical, Traditional, and Diverse) using Consume, Critique, and Produce ((O’Flahavan). Students will explore reading comprehension and synthesis through the strategy of Book, Head, Heart (Beers and Probst). Students will be able to explain character interaction and changes, conflict and resolution of the plot, theme, and setting using Notice and Note Signposts (Beers and Probst). Students will respond to fictional texts through Quickwrites (Rief), which will provide the seeds for composing future fictional texts. As students consume texts in the fiction genre (Realistic, Historic, Traditional, and Diverse), they will Notice and Name (Wood Ray) author’s craft, which they will later apply to their writing. As students consume and</p>		



Cycle 4	47 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.
	Mar. 23 – May 29, 2020	
	Guided Reading Level: S/T/U DRA Level: 50/60	

critique various print, multimodal, and digital texts, they will notice what the genre includes specific characteristics and author's craft. Students will apply what they've learned from this genre study as they produce their own personal narrative. The teacher will model this process by writing alongside the students. Students will respond to text and incorporate the proper use of grammar through the **Invitation to Notice** (Anderson). Students will continue the **Inquiry and Research** in order to finalize research projects and presentations. **Foundational Language Skills** such as oral language, word study, and vocabulary are embedded in mini-lessons and the **Fluid Literacy Block**.

Essential Question: How does analyzing characters help us learn to be better people?

<u>Unit 11</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Fiction	<p style="text-align: center;">14 lessons</p> <p>Suggested Pacing: Apr. 15 – May. 4</p> <p style="text-align: center;">Part 1 Apr. 15-21</p> <p style="text-align: center;">Part 2 Apr. 22-28</p> <p style="text-align: center;">Part 3 Apr. 29 – May. 4</p> <p style="text-align: center;">Extend Assess Review Reteach Apr. 5</p> <p style="text-align: center;">Renaissance Learning 360 Screener EOY Apr. 20 – May 22</p>	<p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</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.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.iii Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.</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—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>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>ELA.4.5A Read grade-appropriate texts independently, self-select text and interact independently with text 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>



Cycle 4	47 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.
	Mar. 23 – May 29, 2020	
	Guided Reading Level: S/T/U DRA Level: 50/60	
		<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 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.4.10C Analyze the author’s use of print and graphic features to achieve specific purposes.</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>



Cycle 4	47 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.
	Mar. 23 – May 29, 2020	
	Guided Reading Level: S/T/U DRA Level: 50/60	
		<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.4.11D.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 irregular verbs.</p> <p>ELA.4.11D.iii Edit drafts using standard English conventions, including singular, plural, common, and proper nouns, including gender- specific articles.</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.ix Edit drafts using standard English conventions, including capitalization of historical events and documents, titles of books, stories, and essays.</p> <p>ELA.4.11D.x Edit drafts using standard English conventions, including punctuation marks, including commas in compound and complex sentences and quotation marks for 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.</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.4.12B 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> <p>Ongoing TEKS</p>
<u>Unit 12: Thematic (Multiple Genres)</u>		
<p>In this unit, students will explore reading comprehension through the strategy of Book, Head, Heart (Beers and Probst) to make inferences, evaluate and synthesize texts in fiction and nonfiction. Students will analyze plot, character interactions and changes, author’s craft, purpose, structure, theme, settings and genre characteristics using Notice</p>		

Cycle 4	47 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.
	Mar. 23 – May 29, 2020	
	Guided Reading Level: S/T/U DRA Level: 50/60	

and Note Signposts (Beers and Probst). Students will be able to synthesize ideas and make inferences within and across texts. Students will have the opportunity to respond to texts in a variety of ways. Students will continue to notice author’s purpose and craft through **Notice and Name** (Wood Ray) to later apply to future writing. Students will have the opportunity to select the type of writing they are most interested in. In addition to honing their literacy skills, students can choose to write, revise, and edit an expository, poem, informational or personal narrative that conveys similar themes while following the Writing Process. Teachers will continue to write alongside students while modeling the Invitation to Notice strategy (Anderson). During **Inquiry and Research**, students will present their final research results using written, oral, or multimodal delivery depending on the audience. **Foundational Language Skills** such as oral language, word study, and vocabulary are embedded in mini-lessons and the **Fluid Literacy Block**.

Essential Question: How can reading grow ideas, make connections and develop a deeper understanding of the world?

<u>Unit 12</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Thematic (Multiple Genres)	<p style="text-align: center;">15 lessons</p> <p style="text-align: center;">Suggested Pacing: May 6-27</p> <p style="text-align: center;">Part 1 May 6-12</p> <div style="background-color: yellow; text-align: center; padding: 5px;"> <p style="margin: 0;">STAAR Reading May 13</p> </div> <p style="text-align: center;">Part 2 May 13-19</p> <p style="text-align: center;">Part 3 May 20-27</p> <p style="text-align: center;"><i>Memorial Day</i> May 25</p> <p style="text-align: center;">Extend Assess Review Reteach May 28-29</p> <p style="text-align: center;">Benchmark Running Records EOY May 1-29</p>	<p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</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.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.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.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—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>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>ELA.4.5A Read grade-appropriate texts independently, self-select text and interact independently with text for a sustained period of time.</p> <p>Strand 2: Comprehension Skills</p>



Cycle 4	47 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.
	Mar. 23 – May 29, 2020	
	Guided Reading Level: S/T/U DRA Level: 50/60	
		<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 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.4.9B Explain figurative language such as simile, metaphor, and personification that the poet uses to create images.</p> <p>ELA.4.9C Explain structure in drama such as character tags, acts, scenes, and stage directions.</p> <p>ELA.4.9D.i Recognize characteristics and structures of informational text, including the central idea with supporting evidence.</p>

Cycle 4	47 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.
	Mar. 23 – May 29, 2020	
	Guided Reading Level: S/T/U DRA Level: 50/60	
		<p>ELA.4.9D.ii Recognize characteristics and structures of informational text, including features such as pronunciation guides and diagrams to support understanding.</p> <p>ELA.4.9D.iii Recognize characteristics and structures of informational text, including organizational patterns such as compare and contrast.</p> <p>ELA.4.9E.i Recognize characteristics and structures of argumentative text by identifying the claim.</p> <p>ELA.4.9E.ii Recognize characteristics and structures of argumentative text by explaining how the author has used facts for an argument.</p> <p>ELA.4.9E.iii Recognize characteristics and structures of argumentative text by identifying the intended audience or reader.</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.4.10C Analyze the author’s use of print and graphic features to achieve specific purposes.</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.4.11D.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 irregular verbs.</p> <p>ELA.4.11D.iii Edit drafts using standard English conventions, including singular, plural, common, and proper nouns, including gender- specific articles.</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.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 commas in compound and complex sentences and quotation marks for 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.</p> <p>Strand 6: Composition—Genres</p>

Cycle 4	47 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.
	Mar. 23 – May 29, 2020	
	Guided Reading Level: S/T/U DRA Level: 50/60	
		<p>ELA.4.12A Compose literary texts such as personal narratives and poetry using genre characteristics and craft.</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>ELA.4.12C Compose argumentative texts, including opinion essays, 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> <p>Ongoing TEKS</p>

Ongoing TEKS: Unit planning guides identify Ongoing TEKS that align to and support the development of the content standards covered in each unit.

*See unit planning guides for a list of recommended ongoing TEKS specific to each unit of study.

Embedding ongoing TEKS throughout all units of study supports students' development of reading proficiency.

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.

Stand 1: Foundational Language Skills—Beginning Reading and Writing

ELA.4.2C Write legibly cursive to complete assignments.

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.

Foundational Language Skills—Self-Sustained Reading:

ELA.4.5A Read grade-appropriate texts independently, self-select text and interact independently with text for a sustained period of time.

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.

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.

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.



Ongoing TEKS: Unit planning guides identify Ongoing TEKS that align to and support the development of the content standards covered in each unit.

*See unit planning guides for a list of recommended ongoing TEKS specific to each unit of study.

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ELA.4.11C Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.

ELA.4.11E Publish written work for appropriate audiences.

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.

ELA.4.13E Demonstrate understanding of information gathered.

ELA.4.13F Recognize the difference between paraphrasing and plagiarism when using source materials.

ELA.4.13G Develop a bibliography.

ELA.4.13H Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

