

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

Cycle Overview

Cycle 1 Units:

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

Description of the Genres:

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

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

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

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

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

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



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



Unit 1	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Contemporary Fiction</p>	<p>Strand 1: Foundational Language Skills—Oral Language SLA.4.1A Listen actively, ask relevant questions to clarify information, and make pertinent comments. SLA.4.1B Follow, restate, and give oral instructions that involve a series of related sequences of action. SLA.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. SLA.4.1D Work collaboratively with others to develop a plan of shared responsibilities.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing SLA.4.2A.i Demonstrate and apply phonetic knowledge by decoding palabras agudas, graves, esdrújulas, and sobreesdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate). SLA.4.2A.ii Demonstrate and apply phonetic knowledge by using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus. SLA.4.2A.iii Demonstrate and apply phonetic knowledge by decoding and differentiating the meaning of a word based on the diacritical accent. SLA.4.2A.iv demonstrate and apply phonemic knowledge by decoding words with prefixes and suffixes. SLA.4.2B.i Demonstrate and apply spelling knowledge by spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with an orthographic accent. SLA.4.2B.ii Demonstrate and apply spelling knowledge by spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent. SLA.4.2B.iii demonstrate and apply phonetic knowledge by spelling words with diphthongs and hiatus. SLA.4.2B.iv demonstrate and apply spelling knowledge by marking accents appropriately when conjugating verbs such as in simple and imperfect past, past participle, perfect, conditional, and future tenses.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing SLA.4.2C Write legibly cursive to complete assignments.</p> <p>Strand 1: Foundational Language Skills—Vocabulary SLA.4.3A Use print or digital resources to determine meaning, syllabication, and pronunciation. SLA.4.3B Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words. SLA.4.3C Identify the meaning of and use words with affixes such as mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafía, metro, fono, and tele. SLA.4.3D identify, use, and explain the meaning of idioms, homographs, and homophones such as abrasar/abrazar. SLA.4.3E differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.</p> <p>Strand 1: Foundational Language Skills—Fluency SLA.4.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading SLA.4.5 Read grade-appropriate texts independently, self-select text and read independently for a sustained period of time.</p>

Unit 1	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>Strand 2: Comprehension Skills</p> <p>SLA.4.6A Establish purpose for reading assigned and self-selected texts.</p> <p>SLA.4.6B Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p>SLA.4.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</p> <p>SLA.4.6D Create mental images to deepen understanding.</p> <p>SLA.4.6E Make connections to personal experiences, ideas in other texts, and society.</p> <p>SLA.4.6F Make inferences and use evidence to support understanding.</p> <p>SLA.4.6G Evaluate details read to determine key ideas.</p> <p>SLA.4.6H Synthesize information to create new understanding.</p> <p>SLA.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>SLA.4.7A Describe personal connections to a variety of sources, including self-selected texts.</p> <p>SLA.4.7B Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.</p> <p>SLA.4.7C Use text evidence to support an appropriate response.</p> <p>SLA.4.7D Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.</p> <p>SLA.4.7E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p>SLA.4.7F Respond using newly acquired vocabulary as appropriate.</p> <p>SLA.4.7G Discuss specific ideas in the text that are important to the meaning.</p> <p>Strand 4: Multiple Genres—Literary Elements</p> <p>SLA.4.8A Infer basic themes supported by text evidence.</p> <p>SLA.4.8B Explain the interactions of the characters and the changes they undergo.</p> <p>SLA.4.8C Analyze plot elements, including the rising action, climax, falling action, and resolution.</p> <p>SLA.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>SLA.4.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft</p> <p>SLA.4.10A Explain the author’s purpose and message within a text.</p> <p>SLA.4.10B Explain how the use of text structure contributes to the author’s purpose.</p> <p>SLA.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>SLA.4.10E Identify and understand the use of literary devices, including first- or third-person point of view.</p> <p>SLA.4.10F Discuss how the author’s use of language contributes to voice.</p> <p>Strand 6: Composition—Writing Process</p> <p>SLA.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>SLA.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>SLA.4.11B.ii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.</p>

Unit 1	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>SLA.4.11C Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.</p> <p>SLA.4.11D.i Edit drafts using standard Spanish conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.</p> <p>SLA.4.11D.ii Edit drafts using standard Spanish conventions, including verb tense such as simple past, present, and future and imperfect past, past participle, and conditional.</p> <p>SLA.4.11D.iii Edit drafts using standard Spanish conventions, including singular, plural, common, and proper nouns, including gender-specific articles.</p> <p>SLA.4.11D.ix Edit drafts using standard Spanish conventions, including capitalization of historical events and documents, titles of books, stories, and essays.</p> <p>SLA.4.11D.xi Edit drafts using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules.</p> <p>SLA.4.11E Publish written work for appropriate audiences.</p> <p>Strand 6: Composition—Genres</p> <p>SLA.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>SLA.4.13A Generate and clarify questions on a topic for formal and informal inquiry.</p> <p>SLA.4.13B Develop and follow a research plan with adult assistance.</p> <p>SLA.4.13C Identify and gather relevant information from a variety of sources.</p> <p>SLA.4.13D Identify primary and secondary sources.</p> <p>SLA.4.13E Demonstrate understanding of information gathered.</p> <p>SLA.4.13F Recognize the difference between paraphrasing and plagiarism when using source materials.</p> <p>SLA.4.13G Develop a bibliography.</p> <p>SLA.4.13H Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>

Unit 2	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Traditional Tales (Folktales, fables, legends, myths, and tall tales)</p>	<p>Strand 1: Foundational Language Skills—Oral Language</p> <p>SLA.4.1A Listen actively, ask relevant questions to clarify information, and make pertinent comments.</p> <p>SLA.4.1B Follow, restate, and give oral instructions that involve a series of rSLAteD sequences of action.</p> <p>SLA.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>SLA.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>SLA.4.2A.i Demonstrate and apply phonetic knowledge by decoding palabras agudas, graves, esdrújulas, and sobreesdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate).</p> <p>SLA.4.2A.ii Demonstrate and apply phonetic knowledge by using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus.</p> <p>SLA.4.2A.iii Demonstrate and apply phonetic knowledge by decoding and differentiating the meaning of a word based on the diacritical accent.</p> <p>SLA.4.2A.iv demonstrate and apply phonemic knowledge by decoding words with prefixes and suffixes.</p>

Unit 2	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>SLA.4.2B.i Demonstrate and apply spelling knowledge by spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with an orthographic accent.</p> <p>SLA.4.2B.ii Demonstrate and apply spelling knowledge by spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent.</p> <p>SLA.4.2B.iii demonstrate and apply phonetic knowledge by spelling words with diphthongs and hiatus.</p> <p>SLA.4.2B.iv demonstrate and apply spelling knowledge by marking accents appropriately when conjugating verbs such as in simple and imperfect past, past participle, perfect, conditional, and future tenses.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing SLA.4.2C Write legibly cursive to complete assignments.</p> <p>Strand 1: Foundational Language Skills—Vocabulary SLA.4.3A Use print or digital resources to determine meaning, syllabication, and pronunciation. SLA.4.3B Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words. SLA.4.3C Identify the meaning of and use words with affixes such as mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafía, metro, fono, and tele. SLA.4.3D Identify, use, and explain the meaning of idioms, homographs, and homophones such as abrasar/abrazar. SLA.4.3E Differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por que/por que, sino/si no, and también/tan bien.</p> <p>Strand 1: Foundational Language Skills—Fluency SLA.4.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading SLA.4.5 Read grade-appropriate texts independently, self-select text and read independently for a sustained period of time.</p> <p>Strand 2: Comprehension Skills SLA.4.6A Establish purpose for reading assigned and self-selected texts. SLA.4.6B Generate questions about text before, during, and after reading to deepen understanding and gain information. SLA.4.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures. SLA.4.6D Create mental images to deepen understanding. SLA.4.6E Make connections to personal experiences, ideas in other texts, and society. SLA.4.6F Make inferences and use evidence to support understanding. SLA.4.6G Evaluate details read to determine key ideas. SLA.4.6H Synthesize information to create new understanding. SLA.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 SLA.4.7A Describe personal connections to a variety of sources, including self-selected texts. SLA.4.7B Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources. SLA.4.7C Use text evidence to support an appropriate response. SLA.4.7D Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.</p>

Unit 2	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>SLA.4.7E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p>SLA.4.7F Respond using newly acquired vocabulary as appropriate.</p> <p>SLA.4.7G Discuss specific ideas in the text that are important to the meaning.</p> <p>Strand 4: Multiple Genres—Literary Elements</p> <p>SLA.4.8A Infer basic themes supported by text evidence.</p> <p>SLA.4.8B Explain the interactions of the characters and the changes they undergo.</p> <p>SLA.4.8C Analyze plot elements, including the rising action, climax, falling action, and resolution.</p> <p>SLA.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>SLA.4.9A Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, legends, myths, and tall tales.</p> <p>SLA.4.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft</p> <p>SLA.4.10A Explain the author’s purpose and message within a text.</p> <p>SLA.4.10B Explain how the use of text structure contributes to the author’s purpose.</p> <p>SLA.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>SLA.4.10E Identify and understand the use of literary devices, including first- or third-person point of view.</p> <p>SLA.4.10F Discuss how the author’s use of language contributes to voice.</p> <p>Strand 6: Composition—Writing Process</p> <p>SLA.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>SLA.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>SLA.4.11B.ii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.</p> <p>SLA.4.11C Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.</p> <p>SLA.4.11D.ii Edit drafts using standard Spanish conventions, including verb tense such as simple past, present, and future and imperfect past, past participle, and conditional.</p> <p>SLA.4.11D.viii Edit coordinating conjunctions to form compound subjects, predicates, and sentences.</p> <p>SLA.4.11D.x Edit drafts using standard Spanish conventions, including drafts using standard Spanish conventions, including punctuation marks, including commas in compound and complex sentences and em dash for dialogue.</p> <p>SLA.4.11D.xi Edit drafts using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules.</p> <p>SLA.4.11E Publish written work for appropriate audiences.</p> <p>Strand 6: Composition—Genres</p> <p>SLA.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>SLA.4.13A Generate and clarify questions on a topic for formal and informal inquiry.</p> <p>SLA.4.13B Develop and follow a research plan with adult assistance.</p>

HISD | Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2021-2022 Scope and Sequence

Reading Language Arts – Grade 4

Unit 2	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>SLA.4.13C Identify and gather relevant information from a variety of sources.</p> <p>SLA.4.13D Identify primary and secondary sources.</p> <p>SLA.4.13E Demonstrate understanding of information gathered.</p> <p>SLA.4.13F Recognize the difference between paraphrasing and plagiarism when using source materials.</p> <p>SLA.4.13G Develop a bibliography.</p> <p>SLA.4.13H Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>



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

Cycle Overview

Cycle 2 Units:

Unit 3 October 5 – October 22	Literary Text (Drama)
Unit 4 October 25 – November 12	Literary Text (Poetry)

Description of the Genres:

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

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

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

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



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



Unit 3	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Drama	<p>Strand 1: Foundational Language Skills—Oral Language SLA.4.1A Listen actively, ask relevant questions to clarify information, and make pertinent comments. SLA.4.1B Follow, restate, and give oral instructions that involve a series of related sequences of action. SLA.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. SLA.4.1D Work collaboratively with others to develop a plan of shared responsibilities.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing SLA.4.2A.i Demonstrate and apply phonetic knowledge by decoding palabras agudas, graves, esdrújulas, and sobreesdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate). SLA.4.2A.ii Demonstrate and apply phonetic knowledge by using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus. SLA.4.2A.iii Demonstrate and apply phonetic knowledge by decoding and differentiating the meaning of a word based on the diacritical accent. SLA.4.2A.iv demonstrate and apply phonemic knowledge by decoding words with prefixes and suffixes. SLA.4.2B.i Demonstrate and apply spelling knowledge by spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with an orthographic accent. SLA.4.2B.ii Demonstrate and apply spelling knowledge by spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent. SLA.4.2B.iii demonstrate and apply phonetic knowledge by spelling words with diphthongs and hiatus. SLA.4.2B.iv demonstrate and apply spelling knowledge by marking accents appropriately when conjugating verbs such as in simple and imperfect past, past participle, perfect, conditional, and future tenses.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing SLA.4.2C Write legibly cursive to complete assignments.</p> <p>Strand 1: Foundational Language Skills—Vocabulary SLA.4.3A Use print or digital resources to determine meaning, syllabication, and pronunciation. SLA.4.3B Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words. SLA.4.3C Identify the meaning of and use words with affixes such as mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafía, metro, fono, and tele. SLA.4.3D identify, use, and explain the meaning of idioms, homographs, and homophones such as abrasar/abrazar. SLA.4.3E differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.</p> <p>Strand 1: Foundational Language Skills—Fluency SLA.4.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading SLA.4.5 Read grade-appropriate texts independently, self-select text and interact independently with text for sustained period of time.</p> <p>Strand 2: Comprehension Skills SLA.4.6A Establish purpose for reading assigned and self-selected texts.</p>

Unit 3	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>SLA.4.6B Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p>SLA.4.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</p> <p>SLA.4.6D Create mental images to deepen understanding.</p> <p>SLA.4.6E Make connections to personal experiences, ideas in other texts, and society.</p> <p>SLA.4.6F Make inferences and use evidence to support understanding.</p> <p>SLA.4.6G Evaluate details read to determine key ideas.</p> <p>SLA.4.6H Synthesize information to create new understanding.</p> <p>SLA.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>SLA.4.7A Describe personal connections to a variety of sources, including self-selected texts.</p> <p>SLA.4.7B Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.</p> <p>SLA.4.7C Use text evidence to support an appropriate response.</p> <p>SLA.4.7D Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.</p> <p>SLA.4.7E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p>SLA.4.7F Respond using newly acquired vocabulary as appropriate.</p> <p>SLA.4.7G Discuss specific ideas in the text that are important to the meaning.</p> <p>Strand 4: Multiple Genres—Literary Elements</p> <p>SLA.4.8A Infer basic themes supported by text evidence.</p> <p>SLA.4.8B Explain the interactions of the characters and the changes they undergo.</p> <p>SLA.4.8C Analyze plot elements, including the rising action, climax, falling action, and resolution.</p> <p>SLA.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>SLA.4.9C Explain structure in drama such as character tags, acts, scenes, and stage directions.</p> <p>SLA.4.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft</p> <p>SLA.4.10A Explain the author’s purpose and message within a text.</p> <p>SLA.4.10B Explain how the use of text structure contributes to the author’s purpose.</p> <p>SLA.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>SLA.4.10F Discuss how the author’s use of language contributes to voice.</p> <p>Strand 6: Composition—Writing Process</p> <p>SLA.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>SLA.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>SLA.4.11B.ii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details</p> <p>SLA.4.11C Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.</p> <p>SLA.4.11D.iv Edit drafts using standard Spanish conventions, including adjectives, including their comparative and superlative forms.</p>

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2021-2022 Scope and Sequence

Reading Language Arts – Grade 4

Unit 3	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>SLA.4.11D.vi Edit drafts using standard Spanish conventions, including prepositions and prepositional phrases.</p> <p>SLA.4.11D.ix Edit drafts using standard Spanish conventions, including capitalization of historical events and documents, titles of books, stories, and essays.</p> <p>SLA.4.11D.xi Edit drafts using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules.</p> <p>SLA.4.11E Publish written work for appropriate audiences.</p> <p>Strand 6: Composition—Genres</p> <p>SLA.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>SLA.4.13A Generate and clarify questions on a topic for formal and informal inquiry.</p> <p>SLA.4.13B Develop and follow a research plan with adult assistance.</p> <p>SLA.4.13C Identify and gather relevant information from a variety of sources.</p> <p>SLA.4.13D Identify primary and secondary sources.</p> <p>SLA.4.13E Demonstrate understanding of information gathered.</p> <p>SLA.4.13F Recognize the difference between paraphrasing and plagiarism when using source materials.</p> <p>SLA.4.13G Develop a bibliography.</p> <p>SLA.4.13H Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>

Unit 4	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Poetry	<p>Strand 1: Foundational Language Skills—Oral Language</p> <p>SLA.4.1A Listen actively, ask relevant questions to clarify information, and make pertinent comments.</p> <p>SLA.4.1B Follow, restate, and give oral instructions that involve a series of rSLAated sequences of action.</p> <p>SLA.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>SLA.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>SLA.4.2A.i Demonstrate and apply phonetic knowledge by decoding palabras agudas, graves, esdrújulas, and sobreesdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate).</p> <p>SLA.4.2A.ii Demonstrate and apply phonetic knowledge by using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus.</p> <p>SLA.4.2A.iii Demonstrate and apply phonetic knowledge by decoding and differentiating the meaning of a word based on the diacritical accent.</p> <p>SLA.4.2A.iv demonstrate and apply phonemic knowledge by decoding words with prefixes and suffixes.</p> <p>SLA.4.2B.i Demonstrate and apply spelling knowledge by spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with an orthographic accent.</p> <p>SLA.4.2B.ii Demonstrate and apply spelling knowledge by spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent.</p> <p>SLA.4.2B.iii demonstrate and apply phonetic knowledge by spelling words with diphthongs and hiatus.</p>



Unit 4	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>SLA.4.2B.iv demonstrate and apply spelling knowledge by marking accents appropriately when conjugating verbs such as in simple and imperfect past, past participle, perfect, conditional, and future tenses.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>SLA.4.2C Write legibly cursive to complete assignments.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>SLA.4.3A Use print or digital resources to determine meaning, syllabication, and pronunciation.</p> <p>SLA.4.3B Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.</p> <p>SLA.4.3C Identify the meaning of and use words with affixes such as mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafía, metro, fono, and tele.</p> <p>SLA.4.3D identify, use, and explain the meaning of idioms, homographs, and homophones such as abrasar/abrazar.</p> <p>SLA.4.3E differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.</p> <p>Strand 1: Foundational Language Skills—Fluency</p> <p>SLA.4.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>SLA.4.5 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>SLA.4.6A Establish purpose for reading assigned and self-selected texts.</p> <p>SLA.4.6B Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p>SLA.4.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</p> <p>SLA.4.6D Create mental images to deepen understanding.</p> <p>SLA.4.6E Make connections to personal experiences, ideas in other texts, and society.</p> <p>SLA.4.6F Make inferences and use evidence to support understanding.</p> <p>SLA.4.6G Evaluate details read to determine key ideas.</p> <p>SLA.4.6H Synthesize information to create new understanding.</p> <p>SLA.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>SLA.4.7A Describe personal connections to a variety of sources, including self-selected texts.</p> <p>SLA.4.7B Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.</p> <p>SLA.4.7C Use text evidence to support an appropriate response.</p> <p>SLA.4.7D Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.</p> <p>SLA.4.7E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p>SLA.4.7F Respond using newly acquired vocabulary as appropriate.</p> <p>SLA.4.7G Discuss specific ideas in the text that are important to the meaning.</p> <p>Strand 4: Multiple Genres—Literary Elements</p> <p>SLA.4.8A Infer basic themes supported by text evidence.</p> <p>SLA.4.8B Explain the interactions of the characters and the changes they undergo.</p>

Unit 4	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>SLA.4.8C Analyze plot elements, including the rising action, climax, falling action, and resolution. SLA.4.8D Explain the influence of the setting, including historical and cultural settings, on the plot.</p> <p>Strand 4: Multiple Genres—Genres SLA.4.9B Explain figurative language such as simile, metaphor, and personification that the poet uses to create images. SLA.4.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft SLA.4.10A Explain the author’s purpose and message within a text. SLA.4.10B Explain how the use of text structure contributes to the author’s purpose. SLA.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. SLA.4.10E Identify and understand the use of literary devices, including first- or third-person point of view. SLA.4.10F Discuss how the author’s use of language contributes to voice.</p> <p>Strand 6: Composition—Writing Process SLA.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. SLA.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. SLA.4.11B.ii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details SLA.4.11C Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity. SLA.4.11D.v Edit drafts using standard Spanish conventions, including pronouns, including adverbs that convey frequency and adverbs that convey degree. SLA.4.11D.vii Edit drafts using standard Spanish conventions, including pronouns, including personal, possessive, objective, reflexive, and prepositional. SLA.4.11D.x Edit drafts using standard Spanish conventions, including punctuation marks, including commas in compound and complex sentences and em dash for dialogue. SLA.4.11D.xi Edit drafts using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules. SLA.4.11E Publish written work for appropriate audiences.</p> <p>Strand 6: Composition—Genres SLA.4.12D Compose correspondence that requests information.</p> <p>Strand 7: Inquiry and Research SLA.4.13A Generate and clarify questions on a topic for formal and informal inquiry. SLA.4.13B Develop and follow a research plan with adult assistance. SLA.4.13C Identify and gather relevant information from a variety of sources. SLA.4.13D Identify primary and secondary sources. SLA.4.13E Demonstrate understanding of information gathered. SLA.4.13F Recognize the difference between paraphrasing and plagiarism when using source materials. SLA.4.13G Develop a bibliography. SLA.4.13H Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>

HISD | Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2021-2022 Scope and Sequence

Reading Language Arts – Grade 4

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

Cycle Overview

Cycle 3 Units:

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

Description of the Genres:

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

Persuasive or **Argumentative** texts use everything from advertisements to persuasive essays to convince the reader to do something, agree with an opinion, or join an opinion group. It offers statements of opinions and backs them up with reasons and evidence.

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

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



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



Unit 5	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Informational Text</p>	<p>Strand 1: Foundational Language Skills—Oral Language SLA.4.1A Listen actively, ask relevant questions to clarify information, and make pertinent comments. SLA.4.1B Follow, restate, and give oral instructions that involve a series of related sequences of action. SLA.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. SLA.4.1D Work collaboratively with others to develop a plan of shared responsibilities.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing SLA.4.2A.i Demonstrate and apply phonetic knowledge by decoding palabras agudas, graves, esdrújulas, and sobreesdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate). SLA.4.2A.ii Demonstrate and apply phonetic knowledge by using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus. SLA.4.2A.iii Demonstrate and apply phonetic knowledge by decoding and differentiating the meaning of a word based on the diacritical accent. SLA.4.2A.iv demonstrate and apply phonemic knowledge by decoding words with prefixes and suffixes. SLA.4.2B.i Demonstrate and apply spelling knowledge by spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with an orthographic accent. SLA.4.2B.ii Demonstrate and apply spelling knowledge by spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent. SLA.4.2B.iii demonstrate and apply phonetic knowledge by spelling words with diphthongs and hiatus. SLA.4.2B.iv demonstrate and apply spelling knowledge by marking accents appropriately when conjugating verbs such as in simple and imperfect past, past participle, perfect, conditional, and future tenses.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing SLA.4.2C Write legibly cursive to complete assignments.</p> <p>Strand 1: Foundational Language Skills—Vocabulary SLA.4.3A Use print or digital resources to determine meaning, syllabication, and pronunciation. SLA.4.3B Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words. SLA.4.3C Identify the meaning of and use words with affixes such as mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafía, metro, fono, and tele. SLA.4.3D identify, use, and explain the meaning of idioms, homographs, and homophones such as abrasar/abrazar. SLA.4.3E differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.</p> <p>Strand 1: Foundational Language Skills—Fluency SLA.4.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading SLA.4.5 Read grade-appropriate texts independently, self-select text and interact independently with text for sustained periods of time.</p> <p>Strand 2: Comprehension Skills SLA.4.6A Establish purpose for reading assigned and self-selected texts.</p>

Unit 5	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>SLA.4.6B Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p>SLA.4.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</p> <p>SLA.4.6D Create mental images to deepen understanding.</p> <p>SLA.4.6E Make connections to personal experiences, ideas in other texts, and society.</p> <p>SLA.4.6F Make inferences and use evidence to support understanding.</p> <p>SLA.4.6G Evaluate details read to determine key ideas.</p> <p>SLA.4.6H Synthesize information to create new understanding.</p> <p>SLA.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>SLA.4.7A Describe personal connections to a variety of sources, including self-selected texts.</p> <p>SLA.4.7B Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.</p> <p>SLA.4.7C Use text evidence to support an appropriate response.</p> <p>SLA.4.7D Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.</p> <p>SLA.4.7E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p>SLA.4.7F Respond using newly acquired vocabulary as appropriate.</p> <p>SLA.4.7G Discuss specific ideas in the text that are important to the meaning.</p> <p>Strand 4: Multiple Genres—Genres</p> <p>SLA.4.9D.i Recognize characteristics and structures of informational text, including the central idea with supporting evidence.</p> <p>SLA.4.9D.ii Recognize characteristics and structures of informational text, including features such as pronunciation guides and diagrams to support understanding.</p> <p>SLA.4.9D.iii Recognize characteristics and structures of informational text, including organizational patterns such as compare and contrast.</p> <p>SLA.4.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft</p> <p>SLA.4.10A Explain the author’s purpose and message within a text.</p> <p>SLA.4.10B Explain how the use of text structure contributes to the author’s purpose.</p> <p>SLA.4.10C Analyze the author’s use of print and graphic features to achieve specific purposes.</p> <p>Strand 6: Composition—Writing Process</p> <p>SLA.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>SLA.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>SLA.4.11B.ii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details</p> <p>SLA.4.11C Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.</p> <p>SLA.4.11D.i Edit drafts using standard Spanish conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.</p> <p>SLA.4.11D.ix Edit drafts using standard Spanish conventions, including punctuation marks, including capitalization of historical events and documents, titles of books, stories, and essays.</p>

Unit 5	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>SLA.4.11D.xi Edit drafts using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules.</p> <p>SLA.4.11E Publish written work for appropriate audiences.</p> <p>Strand 6: Composition—Genres</p> <p>SLA.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>SLA.4.13A Generate and clarify questions on a topic for formal and informal inquiry.</p> <p>SLA.4.13B Develop and follow a research plan with adult assistance.</p> <p>SLA.4.13C Identify and gather relevant information from a variety of sources.</p> <p>SLA.4.13D Identify primary and secondary sources.</p> <p>SLA.4.13E Demonstrate understanding of information gathered.</p> <p>SLA.4.13F Recognize the difference between paraphrasing and plagiarism when using source materials.</p> <p>SLA.4.13G Develop a bibliography.</p> <p>SLA.4.13H Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>

Unit 6	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Argumentative Text	<p>Strand 1: Foundational Language Skills—Oral Language</p> <p>SLA.4.1A Listen actively, ask relevant questions to clarify information, and make pertinent comments.</p> <p>SLA.4.1B Follow, restate, and give oral instructions that involve a series of related sequences of action.</p> <p>SLA.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>SLA.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>SLA.4.2A.i Demonstrate and apply phonetic knowledge by decoding palabras agudas, graves, esdrújulas, and sobreesdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate).</p> <p>SLA.4.2A.ii Demonstrate and apply phonetic knowledge by using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus.</p> <p>SLA.4.2A.iii Demonstrate and apply phonetic knowledge by decoding and differentiating the meaning of a word based on the diacritical accent.</p> <p>SLA.4.2A.iv demonstrate and apply phonemic knowledge by decoding words with prefixes and suffixes.</p> <p>SLA.4.2B.i Demonstrate and apply spelling knowledge by spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with an orthographic accent.</p> <p>SLA.4.2B.ii Demonstrate and apply spelling knowledge by spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent.</p> <p>SLA.4.2B.iii demonstrate and apply phonetic knowledge by spelling words with diphthongs and hiatus.</p> <p>SLA.4.2B.iv demonstrate and apply spelling knowledge by marking accents appropriately when conjugating verbs such as in simple and imperfect past, past participle, perfect, conditional, and future tenses.</p>

Unit 6	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>Strand 1: Foundational Language Skills—Beginning Reading and Writing SLA.4.2C Write legibly cursive to complete assignments.</p> <p>Strand 1: Foundational Language Skills—Vocabulary SLA.4.3A Use print or digital resources to determine meaning, syllabication, and pronunciation. SLA.4.3B Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words. SLA.4.3C Identify the meaning of and use words with affixes such as mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafía, metro, fono, and tele. SLA.4.3D identify, use, and explain the meaning of idioms, homographs, and homophones such as abrasar/abrazar. SLA.4.3E differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.</p> <p>Strand 1: Foundational Language Skills—Fluency SLA.4.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading SLA.4.5 Read grade-appropriate texts independently, self-select text and interact independently with text for sustained periods of time.</p> <p>Strand 2: Comprehension Skills SLA.4.6A Establish purpose for reading assigned and self-selected texts. SLA.4.6B Generate questions about text before, during, and after reading to deepen understanding and gain information. SLA.4.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures. SLA.4.6D Create mental images to deepen understanding. SLA.4.6E Make connections to personal experiences, ideas in other texts, and society. SLA.4.6F Make inferences and use evidence to support understanding. SLA.4.6G Evaluate details read to determine key ideas. SLA.4.6H Synthesize information to create new understanding. SLA.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 SLA.4.7A Describe personal connections to a variety of sources, including self-selected texts. SLA.4.7B Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources. SLA.4.7C Use text evidence to support an appropriate response. SLA.4.7D Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order. SLA.4.7E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. SLA.4.7F Respond using newly acquired vocabulary as appropriate. SLA.4.7G Discuss specific ideas in the text that are important to the meaning.</p> <p>Strand 4: Multiple Genres—Genres SLA.4.9E.i Recognize characteristics and structures of argumentative text by identifying the claim. SLA.4.9E.ii Recognize characteristics and structures of argumentative text by explaining how the author has used facts for an argument.</p>

Unit 6	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>SLA.4.9E.iii Recognize characteristics and structures of argumentative text by identifying the intended audience or reader.</p> <p>SLA.4.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft</p> <p>SLA.4.10A Explain the author’s purpose and message within a text.</p> <p>SLA.4.10C Analyze the author’s use of print and graphic features to achieve specific purposes.</p> <p>SLA.4.10F Discuss how the author’s use of language contributes to voice.</p> <p>SLA.4.10G Identify and explain the use of anecdote.</p> <p>Strand 6: Composition—Writing Process</p> <p>SLA.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>SLA.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>SLA.4.11B.ii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details</p> <p>SLA.4.11C Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.</p> <p>SLA.4.11D.i Edit drafts using standard Spanish conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.</p> <p>SLA.4.11D.viii Edit drafts using standard Spanish conventions, including coordinating conjunctions to form compound subjects, predicates, and sentences.</p> <p>SLA.4.11D.x Edit drafts using standard Spanish conventions, including punctuation marks, including commas in compound and complex sentences and em dash for dialogue.</p> <p>SLA.4.11D.xi Edit drafts using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules.</p> <p>SLA.4.11E Publish written work for appropriate audiences.</p> <p>Strand 6: Composition—Genres</p> <p>SLA.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>SLA.4.13A Generate and clarify questions on a topic for formal and informal inquiry.</p> <p>SLA.4.13B Develop and follow a research plan with adult assistance.</p> <p>SLA.4.13C Identify and gather relevant information from a variety of sources.</p> <p>SLA.4.13D Identify primary and secondary sources.</p> <p>SLA.4.13E Demonstrate understanding of information gathered.</p> <p>SLA.4.13F Recognize the difference between paraphrasing and plagiarism when using source materials.</p> <p>SLA.4.13G Develop a bibliography.</p> <p>SLA.4.13H Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>

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

Cycle Overview

Cycle 4 Units:

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

Description of the Genres:

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

Contemporary fiction presents characters in a typically modern world setting and experiencing modern day problems.

Historical fiction focuses on the way people live in the past and the problems encountered in a particular historic time period.

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

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

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

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



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



Unit 7	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Contemporary Fiction</p>	<p>Strand 1: Foundational Language Skills—Oral Language SLA.4.1A Listen actively, ask relevant questions to clarify information, and make pertinent comments. SLA.4.1B Follow, restate, and give oral instructions that involve a series of related sequences of action. SLA.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. SLA.4.1D Work collaboratively with others to develop a plan of shared responsibilities.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing SLA.4.2A.i Demonstrate and apply phonetic knowledge by decoding palabras agudas, graves, esdrújulas, and sobreesdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate). SLA.4.2A.ii Demonstrate and apply phonetic knowledge by using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus. SLA.4.2A.iii Demonstrate and apply phonetic knowledge by decoding and differentiating the meaning of a word based on the diacritical accent. SLA.4.2A.iv demonstrate and apply phonemic knowledge by decoding words with prefixes and suffixes. SLA.4.2B.i Demonstrate and apply spelling knowledge by spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with an orthographic accent. SLA.4.2B.ii Demonstrate and apply spelling knowledge by spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent. SLA.4.2B.iii demonstrate and apply phonetic knowledge by spelling words with diphthongs and hiatus. SLA.4.2B.iv demonstrate and apply spelling knowledge by marking accents appropriately when conjugating verbs such as in simple and imperfect past, past participle, perfect, conditional, and future tenses.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing SLA.4.2C Write legibly cursive to complete assignments.</p> <p>Strand 1: Foundational Language Skills—Vocabulary SLA.4.3A Use print or digital resources to determine meaning, syllabication, and pronunciation. SLA.4.3B Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words. SLA.4.3C Identify the meaning of and use words with affixes such as mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafía, metro, fono, and tele. SLA.4.3D identify, use, and explain the meaning of idioms, homographs, and homophones such as abrasar/abrazar. SLA.4.3E differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.</p> <p>Strand 1: Foundational Language Skills—Fluency SLA.4.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading SLA.4.5 Read grade-appropriate texts independently, self-select text and read independently for a sustained period of time.</p>

Unit 7	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>Strand 2: Comprehension Skills</p> <p>SLA.4.6A Establish purpose for reading assigned and self-selected texts.</p> <p>SLA.4.6B Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p>SLA.4.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</p> <p>SLA.4.6D Create mental images to deepen understanding.</p> <p>SLA.4.6E Make connections to personal experiences, ideas in other texts, and society.</p> <p>SLA.4.6F Make inferences and use evidence to support understanding.</p> <p>SLA.4.6G Evaluate details read to determine key ideas.</p> <p>SLA.4.6H Synthesize information to create new understanding.</p> <p>SLA.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>SLA.4.7A Describe personal connections to a variety of sources, including self-selected texts.</p> <p>SLA.4.7B Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.</p> <p>SLA.4.7C Use text evidence to support an appropriate response.</p> <p>SLA.4.7D Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.</p> <p>SLA.4.7E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p>SLA.4.7F Respond using newly acquired vocabulary as appropriate.</p> <p>SLA.4.7G Discuss specific ideas in the text that are important to the meaning.</p> <p>Strand 4: Multiple Genres—Literary Elements</p> <p>SLA.4.8A Infer basic themes supported by text evidence.</p> <p>SLA.4.8B Explain the interactions of the characters and the changes they undergo.</p> <p>SLA.4.8C Analyze plot elements, including the rising action, climax, falling action, and resolution.</p> <p>SLA.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>SLA.4.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft</p> <p>SLA.4.10A Explain the author’s purpose and message within a text.</p> <p>SLA.4.10B Explain how the use of text structure contributes to the author’s purpose.</p> <p>SLA.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>SLA.4.10E Identify and understand the use of literary devices, including first- or third-person point of view.</p> <p>SLA.4.10F Discuss how the author’s use of language contributes to voice.</p> <p>Strand 6: Composition—Writing Process</p> <p>SLA.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>SLA.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>SLA.4.11B.ii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.</p>

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

Unit 8	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Traditional Tales	<p>Strand 1: Foundational Language Skills—Oral Language</p> <p>SLA.4.1A Listen actively, ask relevant questions to clarify information, and make pertinent comments.</p> <p>SLA.4.1B Follow, restate, and give oral instructions that involve a series of related sequences of action.</p> <p>SLA.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>SLA.4.1D Work collaboratively with others to develop a plan of shared responsibilities.</p>

Unit 8	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>SLA.4.2A.i Demonstrate and apply phonetic knowledge by decoding palabras agudas, graves, esdrújulas, and sobreesdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate).</p> <p>SLA.4.2A.ii Demonstrate and apply phonetic knowledge by using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus.</p> <p>SLA.4.2A.iii Demonstrate and apply phonetic knowledge by decoding and differentiating the meaning of a word based on the diacritical accent.</p> <p>SLA.4.2A.iv demonstrate and apply phonemic knowledge by decoding words with prefixes and suffixes.</p> <p>SLA.4.2B.i Demonstrate and apply spelling knowledge by spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with an orthographic accent.</p> <p>SLA.4.2B.ii Demonstrate and apply spelling knowledge by spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent.</p> <p>SLA.4.2B.iii demonstrate and apply phonetic knowledge by spelling words with diphthongs and hiatus.</p> <p>SLA.4.2B.iv demonstrate and apply spelling knowledge by marking accents appropriately when conjugating verbs such as in simple and imperfect past, past participle, perfect, conditional, and future tenses.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>SLA.4.2C Write legibly cursive to complete assignments.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>SLA.4.3A Use print or digital resources to determine meaning, syllabication, and pronunciation.</p> <p>SLA.4.3B Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.</p> <p>SLA.4.3C Identify the meaning of and use words with affixes such as mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafía, metro, fono, and tele.</p> <p>SLA.4.3D identify, use, and explain the meaning of idioms, homographs, and homophones such as abrasar/abrazar.</p> <p>SLA.4.3E differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.</p> <p>Strand 1: Foundational Language Skills—Fluency</p> <p>SLA.4.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>SLA.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</p> <p>SLA.4.6A Establish purpose for reading assigned and self-selected texts.</p> <p>SLA.4.6B Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p>SLA.4.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</p> <p>SLA.4.6D Create mental images to deepen understanding.</p> <p>SLA.4.6E Make connections to personal experiences, ideas in other texts, and society.</p> <p>SLA.4.6F Make inferences and use evidence to support understanding.</p> <p>SLA.4.6G Evaluate details read to determine key ideas.</p>

Unit 8	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>SLA.4.6H Synthesize information to create new understanding. SLA.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 SLA.4.7A Describe personal connections to a variety of sources, including self-selected texts. SLA.4.7B Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources. SLA.4.7C Use text evidence to support an appropriate response. SLA.4.7D Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order. SLA.4.7E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. SLA.4.7F Respond using newly acquired vocabulary as appropriate. SLA.4.7G Discuss specific ideas in the text that are important to the meaning.</p> <p>Strand 4: Multiple Genres—Literary Elements SLA.4.8A Infer basic themes supported by text evidence. SLA.4.8B Explain the interactions of the characters and the changes they undergo. SLA.4.8C Analyze plot elements, including the rising action, climax, falling action, and resolution. SLA.4.8D Explain the influence of the setting, including historical and cultural settings, on the plot.</p> <p>Strand 4: Multiple Genres—Genres SLA.4.9A Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, legends, myths, and tall tales. SLA.4.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft SLA.4.10A Explain the author’s purpose and message within a text. SLA.4.10B Explain how the use of text structure contributes to the author’s purpose. SLA.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. SLA.4.10E Identify and understand the use of literary devices, including first- or third-person point of view. SLA.4.10F Discuss how the author’s use of language contributes to voice.</p> <p>Strand 6: Composition—Writing Process SLA.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. SLA.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. SLA.4.11B.ii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details. SLA.4.11C Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity. SLA.4.11D.i Edit drafts using standard Spanish conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments. SLA.4.11D.ii Edit drafts using standard Spanish conventions, including verb tense such as simple past, present, and future and imperfect past, past participle, and conditional. SLA.4.11D.iii Edit drafts using standard Spanish conventions, including singular, plural, common, and proper nouns, including gender-specific articles.</p>



Unit 8	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>SLA.4.11D.iv Edit drafts using standard Spanish conventions, including adjectives, including their comparative and superlative forms.</p> <p>SLA.4.11D.v Edit drafts using standard Spanish conventions, including adverbs that convey frequency and adverbs that convey degree.</p> <p>SLA.4.11D.vi Edit drafts using standard Spanish conventions, including prepositions and prepositional phrases.</p> <p>SLA.4.11D.vii Edit drafts using standard Spanish conventions, including pronouns, including personal, possessive, objective, reflexive, and prepositional.</p> <p>SLA.4.11D.viii Edit drafts using standard Spanish conventions, including coordinating conjunctions to form compound subjects, predicates, and sentences.</p> <p>SLA.4.11D.ix Edit drafts using standard Spanish conventions, including capitalization of historical events and documents, titles of books, stories, and essays.</p> <p>SLA.4.11D.x Edit drafts using standard Spanish conventions, including punctuation marks, including commas in compound and complex sentences and em dash for dialogue.</p> <p>SLA.4.11D.xi Edit drafts using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules.</p> <p>SLA.4.11E Publish written work for appropriate audiences.</p> <p>Strand 6: Composition—Genres</p> <p>SLA.4.12C Compose argumentative texts, including opinion essays, using genre characteristics and craft.</p> <p>Strand 7: Inquiry and Research</p> <p>SLA.4.13A Generate and clarify questions on a topic for formal and informal inquiry.</p> <p>SLA.4.13B Develop and follow a research plan with adult assistance.</p> <p>SLA.4.13C Identify and gather relevant information from a variety of sources.</p> <p>SLA.4.13D Identify primary and secondary sources.</p> <p>SLA.4.13E Demonstrate understanding of information gathered.</p> <p>SLA.4.13F Recognize the difference between paraphrasing and plagiarism when using source materials.</p> <p>SLA.4.13G Develop a bibliography.</p> <p>SLA.4.13H Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>

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

Cycle Overview

Cycle 5 Units:

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

Description of the Genres:

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

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

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

Within the genre of Drama, students will recognize and explain structures specific to that genre such as character tags and stage directions. Students will explain character interaction and changes and analyze major plot elements while providing evidence to make inferences about basic themes. In the genre of Poetry, students will explore figurative language the author uses to create images and explain the author’s purpose within a text. Different forms of poetry will be explored and analyzed for structure and purpose. In these units, students will use the skills previously taught as well as new author’s craft techniques along with the writing process to explore argumentative, narrative, and correspondence forms of writing. They will embed grammar skills such as verbs, adverbs, prepositions and prepositional phrases, capitalization, nouns, pronouns, adjectives, punctuation including quotation marks, and spelling. Foundational skills such as oral language, word study, and vocabulary are embedded in lessons and the Fluid Literacy Block.



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



Unit 9	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Drama	<p>Strand 1: Foundational Language Skills—Oral Language SLA.4.1A Listen actively, ask relevant questions to clarify information, and make pertinent comments. SLA.4.1B Follow, restate, and give oral instructions that involve a series of rSLAed sequences of action. SLA.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. SLA.4.1D Work collaboratively with others to develop a plan of shared responsibilities.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing SLA.4.2A.i Demonstrate and apply phonetic knowledge by decoding palabras agudas, graves, esdrújulas, and sobreesdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate). SLA.4.2A.ii Demonstrate and apply phonetic knowledge by using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus. SLA.4.2A.iii Demonstrate and apply phonetic knowledge by decoding and differentiating the meaning of a word based on the diacritical accent. SLA.4.2A.iv demonstrate and apply phonemic knowledge by decoding words with prefixes and suffixes. SLA.4.2B.i Demonstrate and apply spelling knowledge by spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with an orthographic accent. SLA.4.2B.ii Demonstrate and apply spelling knowledge by spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent. SLA.4.2B.iii demonstrate and apply phonetic knowledge by spelling words with diphthongs and hiatus. SLA.4.2B.iv demonstrate and apply spelling knowledge by marking accents appropriately when conjugating verbs such as in simple and imperfect past, past participle, perfect, conditional, and future tenses.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing SLA.4.2C Write legibly cursive to complete assignments.</p> <p>Strand 1: Foundational Language Skills—Vocabulary SLA.4.3A Use print or digital resources to determine meaning, syllabication, and pronunciation. SLA.4.3B Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words. SLA.4.3C Identify the meaning of and use words with affixes such as mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafía, metro, fono, and tele. SLA.4.3D identify, use, and explain the meaning of idioms, homographs, and homophones such as abrasar/abrazar. SLA.4.3E differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.</p> <p>Strand 1: Foundational Language Skills—Fluency SLA.4.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading SLA.4.5 Read grade-appropriate texts independently, self-select text and interact independently with text for sustained period of time.</p>

Unit 9	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>Strand 2: Comprehension Skills</p> <p>SLA.4.6A Establish purpose for reading assigned and self-selected texts.</p> <p>SLA.4.6B Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p>SLA.4.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</p> <p>SLA.4.6D Create mental images to deepen understanding.</p> <p>SLA.4.6E Make connections to personal experiences, ideas in other texts, and society.</p> <p>SLA.4.6F Make inferences and use evidence to support understanding.</p> <p>SLA.4.6G Evaluate details read to determine key ideas.</p> <p>SLA.4.6H Synthesize information to create new understanding.</p> <p>SLA.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>SLA.4.7A Describe personal connections to a variety of sources, including self-selected texts.</p> <p>SLA.4.7B Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.</p> <p>SLA.4.7C Use text evidence to support an appropriate response.</p> <p>SLA.4.7D Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.</p> <p>SLA.4.7E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p>SLA.4.7F Respond using newly acquired vocabulary as appropriate.</p> <p>SLA.4.7G Discuss specific ideas in the text that are important to the meaning.</p> <p>Strand 4: Multiple Genres—Literary Elements</p> <p>SLA.4.8A Infer basic themes supported by text evidence.</p> <p>SLA.4.8B Explain the interactions of the characters and the changes they undergo.</p> <p>SLA.4.8C Analyze plot elements, including the rising action, climax, falling action, and resolution.</p> <p>SLA.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>SLA.4.9C Explain structure in drama such as character tags, acts, scenes, and stage directions.</p> <p>SLA.4.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft</p> <p>SLA.4.10A Explain the author’s purpose and message within a text.</p> <p>SLA.4.10B Explain how the use of text structure contributes to the author’s purpose.</p> <p>SLA.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>SLA.4.10F Discuss how the author’s use of language contributes to voice.</p> <p>Strand 6: Composition—Writing Process</p> <p>SLA.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>SLA.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>SLA.4.11B.ii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.</p> <p>SLA.4.11C Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.</p>

HISD | Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2021-2022 Scope and Sequence

Reading Language Arts – Grade 4

Unit 9	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>SLA.4.11D.i Edit drafts using standard Spanish conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.</p> <p>SLA.4.11D.ii Edit drafts using standard Spanish conventions, including verb tense such as simple past, present, and future and imperfect past, past participle, and conditional.</p> <p>SLA.4.11D.iii Edit drafts using standard Spanish conventions, including singular, plural, common, and proper nouns, including gender-specific articles.</p> <p>SLA.4.11D.iv Edit drafts using standard Spanish conventions, including adjectives, including their comparative and superlative forms.</p> <p>SLA.4.11D.v Edit drafts using standard Spanish conventions, including adverbs that convey frequency and adverbs that convey degree.</p> <p>SLA.4.11D.vi Edit drafts using standard Spanish conventions, including prepositions and prepositional phrases.</p> <p>SLA.4.11D.vii Edit drafts using standard Spanish conventions, including pronouns, including personal, possessive, objective, reflexive, and prepositional.</p> <p>SLA.4.11D.viii Edit drafts using standard Spanish conventions, including coordinating conjunctions to form compound subjects, predicates, and sentences.</p> <p>SLA.4.11D.ix Edit drafts using standard Spanish conventions, including capitalization of historical events and documents, titles of books, stories, and essays.</p> <p>SLA.4.11D.x Edit drafts using standard Spanish conventions, including punctuation marks, including commas in compound and complex sentences and em dash for dialogue.</p> <p>SLA.4.11D.xi Edit drafts using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules.</p> <p>SLA.4.11E Publish written work for appropriate audiences.</p> <p>Strand 6: Composition—Genres</p> <p>SLA.4.12C Compose argumentative texts, including opinion essays, using genre characteristics and craft.</p> <p>Strand 7: Inquiry and Research</p> <p>SLA.4.13A Generate and clarify questions on a topic for formal and informal inquiry.</p> <p>SLA.4.13B Develop and follow a research plan with adult assistance.</p> <p>SLA.4.13C Identify and gather relevant information from a variety of sources.</p> <p>SLA.4.13D Identify primary and secondary sources.</p> <p>SLA.4.13E Demonstrate understanding of information gathered.</p> <p>SLA.4.13F Recognize the difference between paraphrasing and plagiarism when using source materials.</p> <p>SLA.4.13G Develop a bibliography.</p> <p>SLA.4.13H Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>

Unit 10	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Poetry	<p>Strand 1: Foundational Language Skills—Oral Language</p> <p>SLA.4.1A Listen actively, ask relevant questions to clarify information, and make pertinent comments.</p> <p>SLA.4.1B Follow, restate, and give oral instructions that involve a series of related sequences of action.</p> <p>SLA.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>SLA.4.1D Work collaboratively with others to develop a plan of shared responsibilities.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p>



Unit 10	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>SLA.4.2A.i Demonstrate and apply phonetic knowledge by decoding palabras agudas, graves, esdrújulas, and sobreesdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate).</p> <p>SLA.4.2A.ii Demonstrate and apply phonetic knowledge by using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus.</p> <p>SLA.4.2A.iii Demonstrate and apply phonetic knowledge by decoding and differentiating the meaning of a word based on the diacritical accent.</p> <p>SLA.4.2A.iv demonstrate and apply phonemic knowledge by decoding words with prefixes and suffixes.</p> <p>SLA.4.2B.i Demonstrate and apply spelling knowledge by spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with an orthographic accent.</p> <p>SLA.4.2B.ii Demonstrate and apply spelling knowledge by spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent.</p> <p>SLA.4.2B.iii demonstrate and apply phonetic knowledge by spelling words with diphthongs and hiatus.</p> <p>SLA.4.2B.iv demonstrate and apply spelling knowledge by marking accents appropriately when conjugating verbs such as in simple and imperfect past, past participle, perfect, conditional, and future tenses.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing SLA.4.2C Write legibly cursive to complete assignments.</p> <p>Strand 1: Foundational Language Skills—Vocabulary SLA.4.3A Use print or digital resources to determine meaning, syllabication, and pronunciation. SLA.4.3B Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words. SLA.4.3C Identify the meaning of and use words with affixes such as mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafía, metro, fono, and tele. SLA.4.3D identify, use, and explain the meaning of idioms, homographs, and homophones such as abrasar/abrazar. SLA.4.3E differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.</p> <p>Strand 1: Foundational Language Skills—Fluency SLA.4.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading SLA.4.5 Read grade-appropriate texts independently, self-select text and interact independently with text for sustained period of time.</p> <p>Strand 2: Comprehension Skills SLA.4.6A Establish purpose for reading assigned and self-selected texts. SLA.4.6B Generate questions about text before, during, and after reading to deepen understanding and gain information. SLA.4.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures. SLA.4.6D Create mental images to deepen understanding. SLA.4.6E Make connections to personal experiences, ideas in other texts, and society. SLA.4.6F Make inferences and use evidence to support understanding. SLA.4.6G Evaluate details read to determine key ideas. SLA.4.6H Synthesize information to create new understanding.</p>



Unit 10	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>SLA.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>SLA.4.7A Describe personal connections to a variety of sources, including self-selected texts.</p> <p>SLA.4.7B Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.</p> <p>SLA.4.7C Use text evidence to support an appropriate response.</p> <p>SLA.4.7D Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.</p> <p>SLA.4.7E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p>SLA.4.7F Respond using newly acquired vocabulary as appropriate.</p> <p>SLA.4.7G Discuss specific ideas in the text that are important to the meaning.</p> <p>Strand 4: Multiple Genres—Literary Elements</p> <p>SLA.4.8A Infer basic themes supported by text evidence.</p> <p>SLA.4.8B Explain the interactions of the characters and the changes they undergo.</p> <p>SLA.4.8C Analyze plot elements, including the rising action, climax, falling action, and resolution.</p> <p>SLA.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>SLA.4.9B Explain figurative language such as simile, metaphor, and personification that the poet uses to create images.</p> <p>SLA.4.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft</p> <p>SLA.4.10A Explain the author’s purpose and message within a text.</p> <p>SLA.4.10B Explain how the use of text structure contributes to the author’s purpose.</p> <p>SLA.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>SLA.4.10E Identify and understand the use of literary devices, including first- or third-person point of view.</p> <p>SLA.4.10F Discuss how the author’s use of language contributes to voice.</p> <p>Strand 6: Composition—Writing Process</p> <p>SLA.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>SLA.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>SLA.4.11B.ii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.</p> <p>SLA.4.11C Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.</p> <p>SLA.4.11D.i Edit drafts using standard Spanish conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.</p> <p>SLA.4.11D.ii Edit drafts using standard Spanish conventions, including verb tense such as simple past, present, and future and imperfect past, past participle, and conditional.</p> <p>SLA.4.11D.iii Edit drafts using standard Spanish conventions, including singular, plural, common, and proper nouns, including gender-specific articles.</p> <p>SLA.4.11D.iv Edit drafts using standard Spanish conventions, including adjectives, including their comparative and superlative forms.</p>

Unit 10	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>SLA.4.11D.v Edit drafts using standard Spanish conventions, including adverbs that convey frequency and adverbs that convey degree.</p> <p>SLA.4.11D.vi Edit drafts using standard Spanish conventions, including prepositions and prepositional phrases.</p> <p>SLA.4.11D.vii Edit drafts using standard Spanish conventions, including pronouns, including personal, possessive, objective, reflexive, and prepositional.</p> <p>SLA.4.11D.viii Edit drafts using standard Spanish conventions, including coordinating conjunctions to form compound subjects, predicates, and sentences.</p> <p>SLA.4.11D.ix Edit drafts using standard Spanish conventions, including capitalization of historical events and documents, titles of books, stories, and essays.</p> <p>SLA.4.11D.x Edit drafts using standard Spanish conventions, including punctuation marks, including commas in compound and complex sentences and em dash for dialogue.</p> <p>SLA.4.11D.xi Edit drafts using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules.</p> <p>SLA.4.11E Publish written work for appropriate audiences.</p> <p>Strand 6: Composition—Genres</p> <p>SLA.4.12A Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.</p> <p>SLA.4.12D Compose correspondence that requests information.</p> <p>Strand 7: Inquiry and Research</p> <p>SLA.4.13A Generate and clarify questions on a topic for formal and informal inquiry.</p> <p>SLA.4.13B Develop and follow a research plan with adult assistance.</p> <p>SLA.4.13C Identify and gather relevant information from a variety of sources.</p> <p>SLA.4.13D Identify primary and secondary sources.</p> <p>SLA.4.13E Demonstrate understanding of information gathered.</p> <p>SLA.4.13F Recognize the difference between paraphrasing and plagiarism when using source materials.</p> <p>SLA.4.13G Develop a bibliography.</p> <p>SLA.4.13H Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>

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2021-2022 Scope and Sequence

Reading Language Arts – Grade 4

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

Cycle Overview

Cycle 6 Units:

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

Description of the Genres:

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

Persuasive or Argumentative texts use everything from advertisements to persuasive essays to convince the reader to do something, agree with an opinion, or join an opinion group. It offers statements of opinions and backs them up with reasons and evidence.

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

In this unit, students will recognize characteristics and structures of informational text features. They will find supporting evidence to recognize the central idea and learn to recognize organizational patterns used by authors in informational text. Students will also be exploring argumentative text in which they will learn to identify an author's claim and explain how facts are used to support that argument. In Cycle 6, students will develop their informational and argumentative writing skills as they work on planning, drafting, and revising. They will embed grammar skills such as correct subject-verb agreement usage, pronouns, verbs, subordination conjunctions, spelling, and correct usage of commas in compound sentences. Foundational skills such as oral language, word study, and vocabulary are embedded in lessons and the Fluid Literacy Block.



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



Unit 11	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Informational Text</p>	<p>Strand 1: Foundational Language Skills—Oral Language SLA.4.1A Listen actively, ask relevant questions to clarify information, and make pertinent comments. SLA.4.1B Follow, restate, and give oral instructions that involve a series of related sequences of action. SLA.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. SLA.4.1D Work collaboratively with others to develop a plan of shared responsibilities.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing SLA.4.2A.i Demonstrate and apply phonetic knowledge by decoding palabras agudas, graves, esdrújulas, and sobreesdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate). SLA.4.2A.ii Demonstrate and apply phonetic knowledge by using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus. SLA.4.2A.iii Demonstrate and apply phonetic knowledge by decoding and differentiating the meaning of a word based on the diacritical accent. SLA.4.2A.iv demonstrate and apply phonemic knowledge by decoding words with prefixes and suffixes. SLA.4.2B.i Demonstrate and apply spelling knowledge by spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with an orthographic accent. SLA.4.2B.ii Demonstrate and apply spelling knowledge by spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent. SLA.4.2B.iii demonstrate and apply phonetic knowledge by spelling words with diphthongs and hiatus. SLA.4.2B.iv demonstrate and apply spelling knowledge by marking accents appropriately when conjugating verbs such as in simple and imperfect past, past participle, perfect, conditional, and future tenses.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing SLA.4.2C Write legibly cursive to complete assignments.</p> <p>Strand 1: Foundational Language Skills—Vocabulary SLA.4.3A Use print or digital resources to determine meaning, syllabication, and pronunciation. SLA.4.3B Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words. SLA.4.3C Identify the meaning of and use words with affixes such as mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafía, metro, fono, and tele. SLA.4.3D identify, use, and explain the meaning of idioms, homographs, and homophones such as abrasar/abrazar. SLA.4.3E differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.</p> <p>Strand 1: Foundational Language Skills—Fluency SLA.4.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading SLA.4.5 Read grade-appropriate texts independently, self-select text and interact independently with text for sustained periods of time.</p> <p>Strand 2: Comprehension Skills SLA.4.6A Establish purpose for reading assigned and self-selected texts.</p>

Unit 11	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>SLA.4.6B Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p>SLA.4.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</p> <p>SLA.4.6D Create mental images to deepen understanding.</p> <p>SLA.4.6E Make connections to personal experiences, ideas in other texts, and society.</p> <p>SLA.4.6F Make inferences and use evidence to support understanding.</p> <p>SLA.4.6G Evaluate details read to determine key ideas.</p> <p>SLA.4.6H Synthesize information to create new understanding.</p> <p>SLA.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>SLA.4.7A Describe personal connections to a variety of sources, including self-selected texts.</p> <p>SLA.4.7B Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.</p> <p>SLA.4.7C Use text evidence to support an appropriate response.</p> <p>SLA.4.7D Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.</p> <p>SLA.4.7E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p>SLA.4.7F Respond using newly acquired vocabulary as appropriate.</p> <p>SLA.4.7G Discuss specific ideas in the text that are important to the meaning.</p> <p>Strand 4: Multiple Genres—Genres</p> <p>SLA.4.9D.i Recognize characteristics and structures of informational text, including the central idea with supporting evidence.</p> <p>SLA.4.9D.ii Recognize characteristics and structures of informational text, including features such as pronunciation guides and diagrams to support understanding.</p> <p>SLA.4.9D.iii Recognize characteristics and structures of informational text, including organizational patterns such as compare and contrast.</p> <p>SLA.4.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft</p> <p>SLA.4.10A Explain the author’s purpose and message within a text.</p> <p>SLA.4.10B Explain how the use of text structure contributes to the author’s purpose.</p> <p>SLA.4.10C Analyze the author’s use of print and graphic features to achieve specific purposes.</p> <p>Strand 6: Composition—Writing Process</p> <p>SLA.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>SLA.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>SLA.4.11B.ii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.</p> <p>SLA.4.11C Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.</p> <p>SLA.4.11D.i Edit drafts using standard Spanish conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.</p> <p>SLA.4.11D.ii Edit drafts using standard Spanish conventions, including verb tense such as simple past, present, and future and imperfect past, past participle, and conditional.</p>

Unit 11	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>SLA.4.11D.iii Edit drafts using standard Spanish conventions, including singular, plural, common, and proper nouns, including gender-specific articles.</p> <p>SLA.4.11D.iv Edit drafts using standard Spanish conventions, including adjectives, including their comparative and superlative forms.</p> <p>SLA.4.11D.v Edit drafts using standard Spanish conventions, including adverbs that convey frequency and adverbs that convey degree.</p> <p>SLA.4.11D.vi Edit drafts using standard Spanish conventions, including prepositions and prepositional phrases.</p> <p>SLA.4.11D.vii Edit drafts using standard Spanish conventions, including pronouns, including personal, possessive, objective, reflexive, and prepositional.</p> <p>SLA.4.11D.viii Edit drafts using standard Spanish conventions, including coordinating conjunctions to form compound subjects, predicates, and sentences.</p> <p>SLA.4.11D.ix Edit drafts using standard Spanish conventions, including capitalization of historical events and documents, titles of books, stories, and essays.</p> <p>SLA.4.11D.x Edit drafts using standard Spanish conventions, including punctuation marks, including commas in compound and complex sentences and em dash for dialogue.</p> <p>SLA.4.11D.xi Edit drafts using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules.</p> <p>SLA.4.11E Publish written work for appropriate audiences.</p> <p>Strand 6: Composition—Genres</p> <p>SLA.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>SLA.4.13A Generate and clarify questions on a topic for formal and informal inquiry.</p> <p>SLA.4.13B Develop and follow a research plan with adult assistance.</p> <p>SLA.4.13C Identify and gather relevant information from a variety of sources.</p> <p>SLA.4.13D Identify primary and secondary sources.</p> <p>SLA.4.13E Demonstrate understanding of information gathered.</p> <p>SLA.4.13F Recognize the difference between paraphrasing and plagiarism when using source materials.</p> <p>SLA.4.13G Develop a bibliography.</p> <p>SLA.4.13H Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>

Unit 12	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Argumentative Text	<p>Strand 1: Foundational Language Skills—Oral Language</p> <p>SLA.4.1A Listen actively, ask relevant questions to clarify information, and make pertinent comments.</p> <p>SLA.4.1B Follow, restate, and give oral instructions that involve a series of related sequences of action.</p> <p>SLA.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>SLA.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>SLA.4.2A.i Demonstrate and apply phonetic knowledge by decoding palabras agudas, graves, esdrújulas, and sobreesdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate).</p>

Unit 12	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>SLA.4.2A.ii Demonstrate and apply phonetic knowledge by using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus.</p> <p>SLA.4.2A.iii Demonstrate and apply phonetic knowledge by decoding and differentiating the meaning of a word based on the diacritical accent.</p> <p>SLA.4.2A.iv demonstrate and apply phonemic knowledge by decoding words with prefixes and suffixes.</p> <p>SLA.4.2B.i Demonstrate and apply spelling knowledge by spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with an orthographic accent.</p> <p>SLA.4.2B.ii Demonstrate and apply spelling knowledge by spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent.</p> <p>SLA.4.2B.iii demonstrate and apply phonetic knowledge by spelling words with diphthongs and hiatus.</p> <p>SLA.4.2B.iv demonstrate and apply spelling knowledge by marking accents appropriately when conjugating verbs such as in simple and imperfect past, past participle, perfect, conditional, and future tenses.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing SLA.4.2C Write legibly cursive to complete assignments.</p> <p>Strand 1: Foundational Language Skills—Vocabulary SLA.4.3A Use print or digital resources to determine meaning, syllabication, and pronunciation. SLA.4.3B Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words. SLA.4.3C Identify the meaning of and use words with affixes such as mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafía, metro, fono, and tele. SLA.4.3D identify, use, and explain the meaning of idioms, homographs, and homophones such as abrasar/abrazar. SLA.4.3E differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.</p> <p>Strand 1: Foundational Language Skills—Fluency SLA.4.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading SLA.4.5 Read grade-appropriate texts independently, self-select text and interact independently with text for sustained periods of time.</p> <p>Strand 2: Comprehension Skills SLA.4.6A Establish purpose for reading assigned and self-selected texts. SLA.4.6B Generate questions about text before, during, and after reading to deepen understanding and gain information. SLA.4.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures. SLA.4.6D Create mental images to deepen understanding. SLA.4.6E Make connections to personal experiences, ideas in other texts, and society. SLA.4.6F Make inferences and use evidence to support understanding. SLA.4.6G Evaluate details read to determine key ideas. SLA.4.6H Synthesize information to create new understanding. SLA.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>

Unit 12	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>SLA.4.7A Describe personal connections to a variety of sources, including self-selected texts.</p> <p>SLA.4.7B Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.</p> <p>SLA.4.7C Use text evidence to support an appropriate response.</p> <p>SLA.4.7D Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.</p> <p>SLA.4.7E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p>SLA.4.7F Respond using newly acquired vocabulary as appropriate.</p> <p>SLA.4.7G Discuss specific ideas in the text that are important to the meaning.</p> <p>Strand 4: Multiple Genres—Genres</p> <p>SLA.4.9E.i Recognize characteristics and structures of argumentative text by identifying the claim.</p> <p>SLA.4.9E.ii Recognize characteristics and structures of argumentative text by explaining how the author has used facts for an argument.</p> <p>SLA.4.9E.iii Recognize characteristics and structures of argumentative text by identifying the intended audience or reader.</p> <p>SLA.4.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft</p> <p>SLA.4.10A Explain the author’s purpose and message within a text.</p> <p>SLA.4.10C Analyze the author’s use of print and graphic features to achieve specific purposes.</p> <p>SLA.4.10F Discuss how the author’s use of language contributes to voice.</p> <p>SLA.4.10G Identify and explain the use of anecdote.</p> <p>Strand 6: Composition—Writing Process</p> <p>SLA.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>SLA.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>SLA.4.11B.ii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.</p> <p>SLA.4.11C Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.</p> <p>SLA.4.11D.i Edit drafts using standard Spanish conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.</p> <p>SLA.4.11D.ii Edit drafts using standard Spanish conventions, including verb tense such as simple past, present, and future and imperfect past, past participle, and conditional.</p> <p>SLA.4.11D.iii Edit drafts using standard Spanish conventions, including singular, plural, common, and proper nouns, including gender-specific articles.</p> <p>SLA.4.11D.iv Edit drafts using standard Spanish conventions, including adjectives, including their comparative and superlative forms.</p> <p>SLA.4.11D.v Edit drafts using standard Spanish conventions, including adverbs that convey frequency and adverbs that convey degree.</p> <p>SLA.4.11D.vi Edit drafts using standard Spanish conventions, including prepositions and prepositional phrases.</p> <p>SLA.4.11D.vii Edit drafts using standard Spanish conventions, including pronouns, including personal, possessive, objective, reflexive, and prepositional.</p> <p>SLA.4.11D.viii Edit drafts using standard Spanish conventions, including coordinating conjunctions to form compound subjects, predicates, and sentences.</p>

Unit 12	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>SLA.4.11D.ix Edit drafts using standard Spanish conventions, including capitalization of historical events and documents, titles of books, stories, and essays.</p> <p>SLA.4.11D.x Edit drafts using standard Spanish conventions, including punctuation marks, including commas in compound and complex sentences and em dash for dialogue.</p> <p>SLA.4.11D.xi Edit drafts using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules.</p> <p>SLA.4.11E Publish written work for appropriate audiences.</p> <p>Strand 6: Composition—Genres</p> <p>SLA.4.12C Compose argumentative texts, including opinion essays, using genre characteristics and craft.</p> <p>Strand 7: Inquiry and Research</p> <p>SLA.4.13A Generate and clarify questions on a topic for formal and informal inquiry.</p> <p>SLA.4.13B Develop and follow a research plan with adult assistance.</p> <p>SLA.4.13C Identify and gather relevant information from a variety of sources.</p> <p>SLA.4.13D Identify primary and secondary sources.</p> <p>SLA.4.13E Demonstrate understanding of information gathered.</p> <p>SLA.4.13F Recognize the difference between paraphrasing and plagiarism when using source materials.</p> <p>SLA.4.13G Develop a bibliography.</p> <p>SLA.4.13H Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>