

Cycle 1	38 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Aug. 26 – Oct. 18, 2019	
	Guided Reading Level: P/Q DRA Level: 38/40	

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

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

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

Unit 1	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Fiction	17 lessons Suggested Pacing: Aug. 26 – Sept. 18 Part 1 Aug. 26-30 <i>Labor Day</i> Sept. 2 Part 2 Sept. 3-9 Part 3 Sept. 10-16 Part 4 Sept. 17-18	<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.4.2B.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>Strand 1: Foundational Language Skills—Beginning Reading and Writing SLA.4.2C Write legibly cursive to complete assignments.</p>



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	<p style="text-align: center;">Extend Assess Review Reteach Sept. 19</p> <p style="text-align: center;">Benchmark Running Records BOY Sept. 3-30</p> <p style="text-align: center;">Renaissance Learning 360 Screener BOY Sept. 3-20</p>	<p>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 base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafía, metro, fono, and tele.</p> <p>Strand 1: Foundational Language Skills—Fluency SLA.4.4 Read grade-level text with fluency and comprehension. Use appropriate fluency (rate, accuracy and prosody) when reading grade level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading SLA.4.5A Read grade-appropriate texts independently. Self-select text and interact independently with text for increasing 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.4.7F Respond using newly acquired vocabulary as appropriate. eaning and logical order.</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.</p>



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		<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.4.10C Analyze the author’s use of print and graphic features to achieve specific purposes.</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 irregular verbs.</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.ix Edit drafts using standard Spanish conventions, including capitalization of historical events and documents, titles of books, stories, and essays.</p>

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

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<u>Unit 2</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Drama	<p style="text-align: center;">9 lessons</p> <p style="text-align: center;">Suggested Pacing: Sept. 20 – Oct. 2</p> <p style="text-align: center;">Part 1 Sept. 20-26</p> <p style="text-align: center;">Part 2 Sept. 27 – Oct. 2</p> <p style="text-align: center;"><i>Early Dismissal</i> Sept. 27</p> <p style="text-align: center;">Extend Assess Review Reteach Oct. 3</p>	<p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>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.4.2B.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>Strand 1: Foundational Language Skills—Vocabulary</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 base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, -ante, -ancia, and -ura, and roots, including auto, bio, grafía, metro, fono, and tele.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>SLA.4.5A Read grade-appropriate texts independently. Self-select text and interact independently with text for increasing periods 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>

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		<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>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>Strand 6: Composition—Writing Process</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.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>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>

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- 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.

[Ongoing TEKS](#)

Unit 3: Literary Text (Poetry)

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

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

<u>Unit 3</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Poetry	<p>9 lessons</p> <p>Suggested Pacing: Oct. 4-17</p> <p>Part 1 Oct. 4-11</p> <p><i>Fall Holiday</i> Oct. 9 <i>(students only)</i></p> <p>Part 2 Oct. 14-17</p>	<p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</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.4.2B.iv Demonstrate and apply spelling knowledge by marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses.</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 base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafía, metro, fono, and tele.</p>



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<p><i>Early Dismissal</i> Oct. 18</p> <p>Extend Assess Review Reteach Oct. 18</p> <p>Renaissance Learning 360 Progress Monitoring Oct. 14 – Nov. 1</p>	<p>Strand 1: Foundational Language Skills—Self-Sustained Reading SLA.4.5A Read grade-appropriate texts independently. Self-select text and interact independently with text for increasing 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.4.7E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. SLA.4.7F Respond using newly acquired vocabulary as appropriate.</p> <p>Strand 4: Multiple Genres—Literary Elements SLA.4.8A Infer basic themes supported by text evidence.</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.4.10C Analyze the author’s use of print and graphic features to achieve specific purposes. 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.</p>	

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		<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.4.11D.vi Edit drafts using standard Spanish conventions, including prepositions and prepositional phrases.</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>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> <p>Ongoing TEKS</p>

Cycle 2	39 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Oct. 21 – Dec. 19, 2019	
	Guided Reading Level: Q/R DRA Level: 40/40	

Unit 4: Informational Text

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

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

<u>Unit 4</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Informational Text	<p>14 lessons</p> <p>Suggested Pacing: Oct. 21 – Nov. 7</p> <p>Part 1 Oct. 21-25</p> <p>Part 2 Oct. 28 – Nov. 1</p> <p>Snapshot 1 Reading and Writing Suggested Window: Oct. 28 – Nov. 1</p> <p>See Outline for TEKS Details.</p> <p>Part 3 Nov. 4-11</p> <p><i>Early Dismissal</i> Nov. 8</p>	<p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>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 phonetic knowledge by decoding words with prefixes and suffixes.</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>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 base words with affixes, including 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>



Cycle 2	39 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Oct. 21 – Dec. 19, 2019	
	Guided Reading Level: Q/R DRA Level: 40/40	
	Extend Assess Review Reteach Nov. 8	<p>Strand 1: Foundational Language Skills—Self-Sustained Reading SLA.4.5A Read grade-appropriate texts independently. Self-select text and interact independently with text for increasing 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.4.7B 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.4.9D.i Recognize characteristics and structures of informational text, including the central idea with supporting evidence. SLA.4.9D.ii Recognize characteristics and structures of informational text, including features such as pronunciation guides and diagrams to support understanding. SLA.4.9D.iii Recognize characteristics and structures of informational text, including organizational patterns such as compare and contrast. 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.4.10C Analyze the author’s use of print and graphic features to achieve specific purposes.</p>

Cycle 2	39 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Oct. 21 – Dec. 19, 2019	
	Guided Reading Level: Q/R DRA Level: 40/40	
		<p>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>SLA.4.10G Identify and explain the use of anecdote.</p> <p>Strand 6: Composition—Writing Process</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.iv Edit drafts using standard Spanish conventions, including adjectives, including their comparative and superlative forms.</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>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>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> <p>Ongoing TEKS</p>



Cycle 2	39 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Oct. 21 – Dec. 19, 2019	
	Guided Reading Level: Q/R DRA Level: 40/40	

[Unit 5: Argumentative Text](#)

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

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

<u>Unit 5</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Argumentative Text	<p>9 lessons</p> <p>Suggested Pacing: Nov. 11-21</p> <p>Part 1 Nov. 11-15</p> <p>Part 2 Nov. 18-21</p> <p>Extend Assess Review Reteach Nov. 22</p> <p><i>Thanksgiving Holiday</i> Nov. 25-29</p>	<p>Strand 1: Foundational Language Skills—Beginning Reading and Writing SLA.4.2A.iv Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes. SLA.4.2B.iv Demonstrate and apply spelling knowledge by marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses.</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 base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafía, metro, fono, and tele.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading SLA.4.5A Read grade-appropriate texts independently. Self-select text and interact independently with text for increasing 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.</p>



Cycle 2	39 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Oct. 21 – Dec. 19, 2019	
	Guided Reading Level: Q/R DRA Level: 40/40	
		<p>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.4.7B 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.4.10B 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>SLA.4.10F Discuss how the author’s use of language contributes to voice.</p> <p>Strand 6: Composition—Writing Process</p> <p>SLA.4.11D.ii Edit drafts using standard Spanish conventions, including irregular verbs.</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.vii Edit drafts using standard Spanish conventions, including pronouns, including personal, possessive, objective, reflexive, and prepositional.</p>

Cycle 2	39 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Oct. 21 – Dec. 19, 2019	
	Guided Reading Level: Q/R DRA Level: 40/40	
		<p>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>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>SLA.4.12C Compose argumentative texts, including opinion essays, using 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> <p>Ongoing TEKS</p>
<u>Unit 6: Literary Nonfiction</u>		
<p>In this unit of study, students will explore the genre of Literary Nonfiction using Book Head, Heart (Beers and Probst) strategy to comprehend and synthesize texts. Students will identify the literary language using Notice and Note Signposts (Beers and Probst). Students will also identify structure and characteristics through the study of literary nonfiction using Must Have, Might Have and Won't Have (Wood Ray) strategy. While interacting with these texts, students will analyze the author's purpose and craft using Notice and Name (Wood Ray). Students will study mentor text using the Invitation to Notice (Anderson) strategy to revise, edit, and apply to their own text. Students will continue Inquiry and Research by demonstrating an understanding of gathered information and prepare to present their research results using either written, oral or multimodal delivery depending on the audience. Foundational Language Skills such as oral language, word study, and vocabulary are embedded in mini-lessons and the Fluid Literacy Block.</p> <p>Essential Question: Which of our life experiences shape who we are?</p>		
<u>Unit 6</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Literary Nonfiction	13 lessons	Strand 1: Foundational Language Skills—Beginning Reading and Writing



Cycle 2	39 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Oct. 21 – Dec. 19, 2019	
Guided Reading Level: Q/R DRA Level: 40/40		
<p>Suggested Pacing: Dec. 2-18</p> <p>Part 1 Dec. 2-6</p> <p>Part 2 Dec. 9-13</p> <p>District-Level Assessment Reading and Writing Suggested Window: Dec. 9-13</p> <p>See Blueprint for TEKS Details.</p> <p>Part 3 Dec. 16-18</p> <p>Extend Assess Review Reteach Dec. 19</p> <p>Benchmark Running Records MOY Dec. 9 – Jan. 17</p> <p><i>Teacher Preparation Day</i> Dec. 20</p> <p><i>Winter Break</i> Dec. 23 – Jan. 3</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.4.2B.iv Demonstrate and apply spelling knowledge by marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses.</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 base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafía, metro, fono, and tele.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>SLA.4.5A Read grade-appropriate texts independently. Self-select text and interact independently with text for increasing periods 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>	

Cycle 2	39 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Oct. 21 – Dec. 19, 2019	
	Guided Reading Level: Q/R DRA Level: 40/40	
		<p>Strand 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>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.4.11D.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.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.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>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>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>

Cycle 2	39 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Oct. 21 – Dec. 19, 2019	
	Guided Reading Level: Q/R DRA Level: 40/40	
		<p>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> <p>Ongoing TEKS</p>

Cycle 3	49 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 6 – Mar. 13, 2020	
	Guided Reading Level: R/S/T DRA Level: 40/50	

Unit 7: Literary Text (Drama)

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

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

<u>Unit 7</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Drama	<p>11 lessons</p> <p>Suggested Pacing: Jan. 6-21</p> <p>Part 1 Jan. 6-10</p> <p>Part 2 Jan. 13-21</p> <p><i>Early Dismissal</i> Jan. 17</p> <p><i>MLK Jr. Day</i> Jan. 20</p> <p>Extend Assess Review Reteach Jan. 22-23</p> <p>Renaissance Learning 360 Screener MOY Jan. 6-24</p>	<p>Strand 1: Foundational Language Skills—Beginning Reading and Writing 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.iv Demonstrate and apply phonetic 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.</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 base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafía, metro, fono, and tele.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading SLA.4.5A Read grade-appropriate texts independently. Self-select text and interact independently with text for increasing 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.</p>



Cycle 3	49 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 6 – Mar. 13, 2020	
	Guided Reading Level: R/S/T DRA Level: 40/50	
		<p>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.4.7F 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>Strand 6: Composition—Writing Process</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>



Cycle 3	49 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 6 – Mar. 13, 2020	
	Guided Reading Level: R/S/T DRA Level: 40/50	
		<p>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>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>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> <p>Ongoing TEKS</p>
<u>Unit 8: Literary Text (Poetry)</u>		
<p>In this unit, students will continue exploring the genre of Poetry using Consume, Critique, and Produce (O’Flahavan) to notice what this genre Must Have, Might Have, and Won’t Have (Wood Ray), including genre characteristics and author’s craft. Students will explore reading comprehension and synthesis through the strategy of Book Head, Heart (Beers and Probst) to analyze, explain, and synthesize the meaning of a poem. Students will study the characteristics of multimodal and digital poetry. Students will respond to poetry in meaningful ways such as notetaking, annotating, freewriting, or illustrating, which will provide the seeds for composing future poetry. As students consume texts in this genre, they will Notice and Name (Wood Ray) author’s craft to later apply what they learned to produce their own poetry. The teacher will model planning, developing, revising, and editing alongside the student’s poetry. Students will use mentor texts, written responses, and quickwrites for revising and editing grammar through the Invitation to Notice (Anderson) strategy. Additionally, students will brainstorm research topics and generate and clarify questions to develop a research plan using information from a variety of sources during Inquiry and Research. Foundational Language Skills such as oral language, word study, and vocabulary are embedded in mini-lessons and the Fluid Literacy Block.</p> <p>Essential Question: How does understanding poetry help us better understand the world and ourselves?</p>		

Cycle 3	49 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 6 – Mar. 13, 2020	
	Guided Reading Level: R/S/T DRA Level: 40/50	
<u>Unit 8</u>	Suggested Pacing	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Poetry	<p style="text-align: center;">11 lessons</p> <p>Suggested Pacing: Jan. 24 – Feb. 7</p> <p style="text-align: center;">Part 1 Jan. 24-30</p> <p style="text-align: center;">Snapshot 2 Reading and Writing Suggested Window: Jan. 27-31</p> <p style="text-align: center;"><u>See Outline for TEKS Details.</u></p> <p style="text-align: center;">Part 2 Jan. 31 – Feb. 7</p> <p style="text-align: center;">Extend Assess Review Reteach Feb. 10-11</p>	<p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>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.iv Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes.</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>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 base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafía, metro, fono, and tele.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>SLA.4.5A Read grade-appropriate texts independently. Self-select text and interact independently with text for increasing periods 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>



Cycle 3	49 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 6 – Mar. 13, 2020	
Guided Reading Level: R/S/T DRA Level: 40/50		
		<p>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.4.7E 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>Strand 4: Multiple Genres—Literary Elements</p> <p>SLA.4.8A Infer basic themes supported by text evidence.</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.4.10C Analyze the author’s use of print and graphic features to achieve specific purposes.</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.4.11D.vi Edit drafts using standard Spanish conventions, including prepositions and prepositional phrases.</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>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>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>

Cycle 3	49 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 6 – Mar. 13, 2020	
	Guided Reading Level: R/S/T DRA Level: 40/50	

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.

[Ongoing TEKS](#)

Unit 9: Thematic (Multiple Genres)

In this thematic unit, students will explore reading comprehension and synthesis through the genres of **Fiction, Drama and Poetry** through the strategy **Book, Head, Heart** (Beers and Probst). Students will be able to compare what fiction, drama and poetry **Must Have, Might Have and Won't Have** to analyze author's craft, purpose, and genre characteristics. Students will be able to analyze theme, plot, and literary elements by making inferences within and across texts and society. Students will be able to analyze characters interaction and changes and explain the impact of figurative language through **Notice and Note Signposts** (Beers and Probst). In addition to honing their literacy skills, students can choose to write, revise, and edit a poem or narrative that conveys similar themes while following the Writing Process. Students will continue following the **Invitation to Notice** strategy (Anderson) to improve grammar and revision in their own writing. The teacher will continue to write alongside students while allowing feedback from peers. Allow students opportunities for **Inquiry and Research** by demonstrating an understanding of gathered information and differentiating between paraphrasing and plagiarism, as well as time to present their research results using either written, oral, or multimodal delivery depending on the audience. **Foundational Language Skills** such as oral language, word study, and vocabulary are embedded in mini-lessons and the **Fluid Literacy Block**.

Essential Question: How do author's personal beliefs impact a story, drama or poem?

Unit 9	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Thematic (Multiple Genres)	21 lessons Suggested Pacing: Feb. 12 – Mar. 11 Part 1 Feb. 2-18 <i>Early Dismissal</i> Feb. 14 Part 2 Feb. 19-25	Strand 1: Foundational Language Skills—Beginning Reading and Writing 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.4.2B.iii Demonstrate and apply spelling knowledge by spelling words with diphthongs and hiatus. 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 base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafia, metro, fono, and tele. Strand 1: Foundational Language Skills—Self-Sustained Reading



Cycle 3	49 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 6 – Mar. 13, 2020	
Guided Reading Level: R/S/T DRA Level: 40/50		
	<p>STAAR-Released Assessment Writing Suggested Window: Feb. 24-28</p> <p>2018 Released Assessment Part 3 Feb. 26 – Mar. 3</p> <p>Part 4 Mar. 3-10</p> <p>Extend Assess Review Reteach March. 12-13</p> <p><i>Spring Break</i> Mar. 16-20</p>	<p>SLA.4.5A Read grade-appropriate texts independently. Self-select text and interact independently with text for increasing periods 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> <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.4.9B Explain figurative language such as simile, metaphor, and personification that the poet uses to create images.</p>



Cycle 3	49 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 6 – Mar. 13, 2020	
	Guided Reading Level: R/S/T DRA Level: 40/50	
		<p>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.4.10C Analyze the author’s use of print and graphic features to achieve specific purposes.</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.4.11D.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.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.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 literary texts such as personal narratives and poetry using genre characteristics and craft.</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>

Cycle 3	49 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 6 – Mar. 13, 2020	
	Guided Reading Level: R/S/T DRA Level: 40/50	
		<p>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> <p>Ongoing TEKS</p>



HISD | Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2019-2020 Scope and Sequence

Spanish Language Arts – Grade 4

Cycle 4	47 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Mar. 23 – May 29, 2020	
	Guided Reading Level: S/T/U DRA Level: 50/60	

Unit 10: Informational and Argumentative Text

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

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

Unit 10	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Informational and Argumentative Text	14 lessons Suggested Pacing: Mar. 23 – Apr. 13 <u>Part 1</u> Mar. 23-27 STAAR-Released Assessment <u>Reading Suggested Window:</u> Mar. 23-27 2018 Released Assessment <i>Chávez/Huerta Day</i> Mar. 30 <u>Part 2</u> Mar. 31 – Apr. 6 <u>Part 3</u> Apr. 7-13	Strand 1: Foundational Language Skills—Beginning Reading and Writing 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.4.2B.iii Demonstrate and apply spelling knowledge by spelling words with diphthongs and hiatus. 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 base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafía, metro, fono, and tele. Strand 1: Foundational Language Skills—Self-Sustained Reading SLA.4.5A Read grade-appropriate texts independently. Self-select text and interact independently with text for increasing periods of time. 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.

GLOBAL GRADUATE



1. Foundational Language Skills
2. Comprehension Skills
3. Response Skills
4. Multiple Genres
5. Author's Purpose and Craft
6. Composition
7. Inquiry and Research

Cycle 4	47 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Mar. 23 – May 29, 2020	
	Guided Reading Level: S/T/U DRA Level: 50/60	
	STAAR Writing Apr. 7	<p>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.4.7B 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.9E Recognize characteristics and structures of argumentative text by:</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.4.10B 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>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.4.11D.ii Edit drafts using standard Spanish conventions, including irregular verbs.</p> <p>SLA.4.11D.v Edit drafts using standard Spanish conventions, including adverbs that convey frequency and adverbs that convey degree.</p>
	<p style="text-align: center;"><i>Spring Holiday</i> Apr. 10</p> <p style="text-align: center;">Extend Assess Review Reteach Apr. 14</p>	

Cycle 4	47 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Mar. 23 – May 29, 2020	
	Guided Reading Level: S/T/U DRA Level: 50/60	
		<p>SLA.4.11D.vii Edit drafts using standard Spanish conventions, including pronouns, including personal, possessive, objective, reflexive, and prepositional.</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>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>SLA.4.12C Compose argumentative texts, including opinion essays, using 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> <p>Ongoing TEKS</p>

Unit 11: Literary Text (Realistic Fiction, Historical Fiction, Traditional Fiction, and Diverse Fiction)

In this unit, students will review and study the genre of **Fiction (Realistic, Historical, Traditional, and Diverse)** using **Consume, Critique, and Produce** ((O’Flahavan). Students will explore reading comprehension and synthesis through the strategy of **Book, Head, Heart** (Beers and Probst). Students will be able to explain character interaction and changes, conflict and resolution of the plot, theme, and setting using **Notice and Note Signposts** (Beers and Probst). Students will respond to fictional texts through **Quickwrites** (Rief), which will provide the seeds for composing future fictional texts. As students consume texts in the fiction genre (Realistic, Historic, Traditional, and Diverse), they will **Notice and Name** (Wood Ray) author’s craft, which they will later apply to their writing. As students consume and critique various print, multimodal, and digital texts, they will notice what the genre includes specific characteristics and author’s craft. Students will apply what they’ve learned from this genre study as they produce their own personal narrative. The teacher will model this process by writing alongside the students. Students will respond to text and incorporate the proper use of grammar through the **Invitation to Notice** (Anderson). Students will continue the **Inquiry and Research** in order to finalize research projects and presentations. **Foundational Language Skills** such as oral language, word study, and vocabulary are embedded in mini-lessons and the **Fluid Literacy Block**.

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



Cycle 4	47 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Mar. 23 – May 29, 2020	
	Guided Reading Level: S/T/U DRA Level: 50/60	
<u>Unit 11</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Fiction	<p style="text-align: center;">14 lessons</p> <p>Suggested Pacing: Apr. 15 – May 4</p> <p style="text-align: center;">Part 1 Apr. 15-21</p> <p style="text-align: center;">Part 2 Apr. 22-28</p> <p style="text-align: center;">Part 3 Apr. 29 – May 4</p> <p style="text-align: center;">Extend Assess Review Reteach Apr. 5</p> <p style="text-align: center;">Renaissance Learning 360 Screener EOY Apr. 20 – May 22</p>	<p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>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.4.2B.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 spelling knowledge by spelling words with diphthongs and hiatus.</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 base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafía, metro, fonó, and tele.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>SLA.4.5A Read grade-appropriate texts independently. Self-select text and interact independently with text for increasing periods 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>

Cycle 4	47 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Mar. 23 – May 29, 2020	
	Guided Reading Level: S/T/U DRA Level: 50/60	
		<p>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.4.9A 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.4.10C Analyze the author’s use of print and graphic features to achieve specific purposes.</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.4.11D.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 irregular verbs.</p>



Cycle 4	47 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Mar. 23 – May 29, 2020	
	Guided Reading Level: S/T/U DRA Level: 50/60	
		<p>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.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>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>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> <p>Ongoing TEKS</p>

Unit 12: Thematic (Multiple Genres)

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

GLOBAL GRADUATE



1. Foundational Language Skills
2. Comprehension Skills
3. Response Skills
4. Multiple Genres
5. Author’s Purpose and Craft
6. Composition
7. Inquiry and Research

Cycle 4	47 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Mar. 23 – May 29, 2020	
	Guided Reading Level: S/T/U DRA Level: 50/60	

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

Unit 12	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Thematic (Multiple Genres)	<p style="text-align: center;">15 lessons</p> <p>Suggested Pacing: May 6-27</p> <p style="text-align: center;"><u>Part 1</u> May 6-12</p> <div style="background-color: yellow; text-align: center; padding: 2px;"> <p>STAAR Reading May 13</p> </div> <p style="text-align: center;"><u>Part 2</u> May 13-19</p> <p style="text-align: center;"><u>Part 3</u> May 20-27</p> <p style="text-align: center;"><i>Memorial Day</i> May 25</p> <p style="text-align: center;">Extend Assess Review Reteach May 28-29</p> <p style="text-align: center;">Benchmark Running Records EOY May 1-29</p>	<p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>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.4.2B.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.iv Demonstrate and apply spelling knowledge by marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses.</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 base words with affixes, including 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—Self-Sustained Reading</p> <p>SLA.4.5A Read grade-appropriate texts independently. Self-select text and interact independently with text for increasing periods of time.</p> <p>Strand 2: Comprehension Skills</p> <p>SLA.4.6A Establish purpose for reading assigned and self-selected texts.</p>



Cycle 4	47 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Mar. 23 – May 29, 2020	
	Guided Reading Level: S/T/U DRA Level: 50/60	
		<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.4.9A Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, legends, myths, and tall tales.</p> <p>SLA.4.9B Explain figurative language such as simile, metaphor, and personification that the poet uses to create images.</p> <p>SLA.4.9C Explain structure in drama such as character tags, acts, scenes, and stage directions.</p> <p>SLA.4.9D.i Recognize characteristics and structures of informational text, including the central idea with supporting evidence.</p>

Cycle 4	47 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Mar. 23 – May 29, 2020	
	Guided Reading Level: S/T/U DRA Level: 50/60	
		<p>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.4.9E.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.4.10B 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>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.4.11D.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 irregular verbs.</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.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>Strand 6: Composition—Genres</p>

Cycle 4	47 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Mar. 23 – May 29, 2020	
	Guided Reading Level: S/T/U DRA Level: 50/60	
		<p>SLA.4.12A Compose literary texts such as personal narratives and poetry using genre characteristics and craft.</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>SLA.4.12C Compose argumentative texts, including opinion essays, using 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> <p>Ongoing TEKS</p>

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

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

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

Strand 1: Foundational Language Skills—Oral Language

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.

Strand 1: Foundational Language Skills—Beginning Reading and Writing

SLA.4.2C Write legibly cursive to complete assignments.

Strand 1: Foundational Language Skills—Fluency

SLA.4.4 Read grade-level text with fluency and comprehension. Use appropriate fluency (rate, accuracy and prosody) when reading grade level text.

Strand 1: Foundational Language Skills—Self-Sustained Reading

SLA.4.5A Read grade-appropriate texts independently. Self-select text and interact independently with text for increasing periods of time.

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.

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.

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.



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

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

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

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

SLA.4.11E Publish written work for appropriate audiences.

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.

