

**4th Grade Reading
Scope and Sequence 2020-2021**

Grading Period 1

Note: Includes 2 days for 2020 – 2021 School Year Orientation

Unit 1: Launching Reading Workshop

Estimated Date Range: 8/17/20-9/22/20

Estimated Time Frame: 26 days

Note: Unit includes 2 days for re-engagement. In Balanced Literacy, re-engagement is incorporated throughout Reading Workshop daily.

Concepts within the Unit	TEKS
<p>Concept #1: <i>Readers Have Strong Reading Habits</i> Suggested Days: 5</p>	<p>Priority Standards 4.6 (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down</p> <p>Important Standards 4.6 (B) generate questions about text before, during, and after reading to deepen understanding and gain information; 4.6 (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures; 4.6 (D) create mental images to deepen understanding; 4.5A self-select text and read independently for a sustained period of time.</p>
<p>Concept #2: <i>Readers Set Up the Notebook to Write About What They Read</i> Suggested Days: 6</p>	<p>Priority Standards 4.6 (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down 4.7 (B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources; 4.7 (C) use text evidence to support an appropriate response;</p> <p>Important Standards 4.6 (A) establish purpose for reading assigned and self-selected texts; 4.6 (B) generate questions about text before, during, and after reading to deepen understanding and gain information; 4.6 (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures; 4.6 (D) create mental images to deepen understanding; 4.5 (A) self-select text and read independently for a sustained period of time.</p>

<p>Concept #3: <i>Readers Read, Talk, and Learn with Other Readers</i> Suggested Days: 6</p>	<p><u>PriorityStandards</u> 4.1 (A) listen actively, ask relevant questions to clarify information, and make pertinent comments; 4.1 (C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; and 4.1 (D) work collaboratively with others to develop a plan of shared responsibilities.</p> <p><u>Important Standards</u> 4.6 (E) make connections to personal experiences, ideas in other texts, and society; bb 4.7 (A) describe personal connections to a variety of sources, including self-selected texts; 4.5 (A) self-select text and read independently for a sustained period of time</p> <p><u>Integrated Standards</u> 4.1 (B) follow, restate, and give oral instructions that involve a series of related sequences of action; 4.4 (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text</p>
<p>Concept #4: <i>Readers Identify the Different Characteristics of Traditional Literature</i> Suggested Days: 9</p>	<p><u>Important Standards</u> 4.6 (A) establish purpose for reading assigned and self-selected texts; 4.10 (A) explain the author's purpose and message within a text 4.8 (A) infer basic themes supported by text evidence; 4.8 (C) analyze plot elements, including the rising action, climax, falling action, and resolution; and 4.9 (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales 4.6 (E) make connections to personal experiences, ideas in other texts, and society; 4.7 (A) describe personal connections to a variety of sources, including self-selected texts; 4.5 (A) self-select text and read independently for a sustained period of time. 4.8 (A) infer basic themes supported by text evidence;</p>

Unit 2: Poetry: Analyzing Craft

Estimated Date Range: 9/21/20-10/8/20

Estimated Time Frame: 13 days

Note: Unit includes 2 days for re-engagement. In Balanced Literacy, re-engagement is incorporated throughout Reading Workshop daily.

Concepts within the Unit	TEKS
<p>Concept #1: <i>Readers Identify a Poem's Form, Layout, and Language</i> Suggested Days: 6</p>	<p><u>Priority Standards</u></p> <p>4.6 (F) make inferences and use evidence to support understanding; 4.6 (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. 4.7 (B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources 4.7 (C) use text evidence to support an appropriate response;</p> <p><u>Important Standards</u></p> <p>4.6 (A) establish purpose for reading assigned and self-selected texts; 4.6 (B) generate questions about text before, during, and after reading to deepen understanding and gain information; 4.6 (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures; 4.6 (D) create mental images to deepen understanding; 4.6 (E) make connections to personal experiences, ideas in other texts, and society; 4.6 (G) evaluate details read to determine key ideas; 4.7 (A) describe personal connections to a variety of sources, including self-selected texts; 4.7 (D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order; 4.9 (B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images; 4.10 (B) explain how the use of text structure contributes to the author's purpose; 4.10 (C) analyze the author's use of print and graphic features to achieve specific purposes; 4.10 (D) 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; 4.10 (F) discuss how the author's use of language contributes to voice; and 4.13 (A) generate and clarify questions on a topic for formal and informal inquiry; 4.13 (B) develop and follow a research plan with adult assistance; 4.13 (C) identify and gather relevant information from a variety of sources; 4.5 (A) self-select text and read independently for a sustained period of time.</p>

	<p><u>Integrated Standards</u></p> <p>4.7 (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;</p> <p>4.7 (F) respond using newly acquired vocabulary as appropriate;</p> <p>4.7 (G) discuss specific ideas in the text that are important to the meaning.</p> <p>4.1 (A) listen actively, ask relevant questions to clarify information, and make pertinent comments;</p> <p>4.1 (B) follow, restate, and give oral instructions that involve a series of related sequences of action;</p> <p>4.1 (C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;</p> <p>4.1 (D) work collaboratively with others to develop a plan of shared responsibilities</p> <p>4.4 (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p>
<p>Concept #2: <i>Readers Analyze Craft in Poetry to Determine the Bigger Meaning</i> Suggested Days: 7</p>	<p>Priority Standards</p> <p>4.6 (F) make inferences and use evidence to support understanding;</p> <p>4.6 (H) synthesize information to create new understanding;</p> <p>4.6 (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p>4.7 (B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources</p> <p>4.7 (C) use text evidence to support an appropriate response;</p> <p>4.8 (A) infer basic themes supported by text evidence;</p> <p>4.10 (A) explain the author's purpose and message within a text;</p> <p><u>Important Standards</u></p> <p>4.6 (A) establish purpose for reading assigned and self-selected texts;</p> <p>4.6 (B) generate questions about text before, during, and after reading to deepen understanding and gain information;</p> <p>4.6 (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;</p> <p>4.6 (D) create mental images to deepen understanding;</p> <p>4.6 (E) make connections to personal experiences, ideas in other texts, and society;</p> <p>4.6 (G) evaluate details read to determine key ideas;</p> <p>4.7 (A) describe personal connections to a variety of sources, including self-selected texts;</p> <p>4.7 (D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;</p> <p>4.9 (B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images;</p> <p>4.10 (B) explain how the use of text structure contributes to the author's purpose;</p>

	<p>4.10 (C) analyze the author's use of print and graphic features to achieve specific purposes; 4.10 (D) 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; 4.10 (F) discuss how the author's use of language contributes to voice; and 4.13 (A) generate and clarify questions on a topic for formal and informal inquiry; 4.13 (B) develop and follow a research plan with adult assistance; 4.13 (C) identify and gather relevant information from a variety of sources; 4.5 (A) self-select text and read independently for a sustained period of time.</p> <p><u>Integrated Standards</u> 4.7 (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; 4.7 (F) respond using newly acquired vocabulary as appropriate; 4.7 (G) discuss specific ideas in the text that are important to the meaning. 4.1 (A) listen actively, ask relevant questions to clarify information, and make pertinent comments; 4.1 (B) follow, restate, and give oral instructions that involve a series of related sequences of action; 4.1 (C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; 4.1 (D) work collaboratively with others to develop a plan of shared responsibilities 4.4 (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p>
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Word Study

Estimated Date Range: 08/17/20-10/8/20

Estimated Time Frame: 39 days

Note: Unit includes 12 days for re-engagement. In Balanced Literacy, re-engagement is incorporated throughout Reading Workshop.

Concepts within the Unit	TEKS
Phonics	<p><u>Integrated Standards</u> 4.2(A) (i) decoding words with specific orthographic patterns and rules, including regular and irregular plurals; 4.2(A) (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; 4.2(A) (vi) identifying and reading high-frequency words from a research-based list; 4.2(A) (iii) decoding words using advanced knowledge of syllable division patterns such as VV; 4.2(A) (iv) decoding words using knowledge of prefixes; 4.2(A) (v) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and</p>

Grading Period 2

Unit 3: Fiction: Interpreting Characters to Infer Theme

Estimated Date Range: 10/12/20-11/20/20

Estimated Time Frame: 29 days

Note: Unit includes 3 days for re-engagement. In Balanced Literacy, re-engagement is incorporated throughout Reading Workshop daily.

Concepts within the Unit	TEKS
<p>Concept #1: <i>Readers Use What They Know About the Structure of Fiction to Analyze the Text</i> Suggested Days: 12</p>	<p><u>Priority Standards</u> 4.6 (F) make inferences and use evidence to support understanding; 4.7 (B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources; 4.7 (C) use text evidence to support an appropriate response; 4.8 (C) analyze plot elements, including the rising action, climax, falling action, and resolution; and 4.10 (A) explain the author's purpose and message within a text;</p> <p><u>Important Standards</u> 4.6 (A) establish purpose for reading assigned and self-selected texts; 4.6 (B) generate questions about text before, during, and after reading to deepen understanding and gain information; 4.6 (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures; 4.6 (D) create mental images to deepen understanding; 4.6 (E) make connections to personal experiences, ideas in other texts, and society; 4.6 (G) evaluate details read to determine key ideas; 4.6 (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. 4.8 (D) explain the influence of the setting, including historical and cultural settings, on the plot. 4.10 (B) explain how the use of text structure contributes to the author's purpose 4.10 (D) 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; 4.10 (E) identify and understand the use of literary devices, including first- or third-person point of view; 4.13 (A) generate and clarify questions on a topic for formal and informal inquiry; 4.13 (B) develop and follow a research plan with adult assistance; 4.13 (C) identify and gather relevant information from a variety of sources; 4.5A self-select text and read independently for a sustained period of time.</p>

	<p><u>Integrated Standards</u></p> <p>4.7 (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;</p> <p>4.7 (F) respond using newly acquired vocabulary as appropriate; and</p> <p>4.7 (G) discuss specific ideas in the text that are important to the meaning</p> <p>4.10 (C) analyze the author's use of print and graphic features to achieve specific purposes;</p> <p>4.10 (F) discuss how the author's use of language contributes to voice; and</p> <p>4.1 (A) listen actively, ask relevant questions to clarify information, and make pertinent comments;</p> <p>4.1 (B) follow, restate, and give oral instructions that involve a series of related sequences of action;</p> <p>4.1 (C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;</p> <p>4.1 (D) work collaboratively with others to develop a plan of shared responsibilities.</p> <p>4.4A use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text</p>
<p>Concept #2: <i>Readers Analyze and Grow Theories About Characters in Order to Think Deeply About Them</i></p> <p>Suggested Days: 7</p> <p>DLA November 2nd to 6th</p> <p>Reports: November 12th</p>	<p><u>Priority Standards</u></p> <p>4.6 (F) make inferences and use evidence to support understanding;</p> <p>4.6 (H) synthesize information to create new understanding</p> <p>4.7 (B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;</p> <p>4.7 (C) use text evidence to support an appropriate response;</p> <p>4.8 (B) explain the interactions of the characters and the changes they undergo</p> <p><u>Important Standards</u></p> <p>4.6 (B) generate questions about text before, during, and after reading to deepen understanding and gain information;</p> <p>4.6 (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;</p> <p>4.6 (D) create mental images to deepen understanding;</p> <p>4.6 (E) make connections to personal experiences, ideas in other texts, and society;</p> <p>4.6 (G) evaluate details read to determine key ideas;</p> <p>4.6 (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p>4.13 (A) generate and clarify questions on a topic for formal and informal inquiry;</p> <p>4.13 (B) develop and follow a research plan with adult assistance;</p> <p>4.13 (C) identify and gather relevant information from a variety of sources;</p> <p>4.5A self-select text and read independently for a sustained period of time.</p>

	<p><u>Integrated Standards</u></p> <p>4.7 (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;</p> <p>4.7 (F) respond using newly acquired vocabulary as appropriate; and</p> <p>4.7 (G) discuss specific ideas in the text that are important to the meaning</p> <p>4.10 (C) analyze the author's use of print and graphic features to achieve specific purposes;</p> <p>4.10 (F) discuss how the author's use of language contributes to voice; and</p> <p>4.1 (A) listen actively, ask relevant questions to clarify information, and make pertinent comments;</p> <p>4.1 (B) follow, restate, and give oral instructions that involve a series of related sequences of action;</p> <p>4.1 (C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;</p> <p>4.1 (D) work collaboratively with others to develop a plan of shared responsibilities.</p> <p>4.4A use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text</p>
<p>Concept #3: <i>Readers Understand that Stories and Characters Relate to Real Life</i> Suggested Days: 5</p>	<p><u>Priority Standards</u></p> <p>4.6 (F) make inferences and use evidence to support understanding;</p> <p>4.6 (H) synthesize information to create new understanding</p> <p>4.7 (B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;</p> <p>4.7 (C) use text evidence to support an appropriate response;</p> <p>4.7 (D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;</p> <p>4.8 (A) infer basic themes supported by text evidence;</p> <p>4.8 (C) analyze plot elements, including the rising action, climax, falling action, and resolution; and</p> <p>4.10 (A) explain the author's purpose and message within a text;</p> <p><u>Important Standards</u></p> <p>4.6 (B) generate questions about text before, during, and after reading to deepen understanding and gain information;</p> <p>4.6 (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;</p> <p>4.6 (D) create mental images to deepen understanding;</p> <p>4.6 (E) make connections to personal experiences, ideas in other texts, and society;</p> <p>4.6 (G) evaluate details read to determine key ideas;</p> <p>4.6 (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p>4.13 (A) generate and clarify questions on a topic for formal and informal inquiry;</p> <p>4.13 (B) develop and follow a research plan with adult assistance;</p> <p>4.13 (C) identify and gather relevant information from a variety of sources;</p>

	<p>4.5A self-select text and read independently for a sustained period of time.</p> <p><u>Integrated Standards</u></p> <p>4.7 (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; 4.7 (F) respond using newly acquired vocabulary as appropriate; and 4.7 (G) discuss specific ideas in the text that are important to the meaning 4.10 (C) analyze the author's use of print and graphic features to achieve specific purposes; 4.10 (F) discuss how the author's use of language contributes to voice; and 4.1 (A) listen actively, ask relevant questions to clarify information, and make pertinent comments; 4.1 (B) follow, restate, and give oral instructions that involve a series of related sequences of action; 4.1 (C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; 4.1 (D) work collaboratively with others to develop a plan of shared responsibilities. 4.4 (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text</p>
<p>Concept #4: <i>Readers Identify the Characteristics of Drama and Use Them to Gain a Deeper Meaning of the Author's Message</i> Suggested Days: 5</p>	<p><u>Priority Standards</u></p> <p>4.6 (F) make inferences and use evidence to support understanding; 4.6 (H) synthesize information to create new understanding 4.7 (B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources; 4.7 (C) use text evidence to support an appropriate response; 4.7 (D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order; 4.8 (A) infer basic themes supported by text evidence; 4.8 (B) explain the interactions of the characters and the changes they undergo 4.8 (C) analyze plot elements, including the rising action, climax, falling action, and resolution; 4.10 (A) explain the author's purpose and message within a text;</p> <p><u>Important Standards</u></p> <p>4.6 (A) establish purpose for reading assigned and self-selected texts; 4.6 (B) generate questions about text before, during, and after reading to deepen understanding and gain information; 4.6 (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures; 4.6 (D) create mental images to deepen understanding; 4.6 (E) make connections to personal experiences, ideas in other texts, and society; 4.6 (G) evaluate details read to determine key ideas;</p>

	<p>4.6 (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p>4.8 (D) explain the influence of the setting, including historical and cultural settings, on the plot.</p> <p>4.9(C) explain structure in drama such as character tags, acts, scenes, and stage directions;</p> <p>4.10 (B) explain how the use of text structure contributes to the author's purpose</p> <p>4.13 (A) generate and clarify questions on a topic for formal and informal inquiry;</p> <p>4.13 (B) develop and follow a research plan with adult assistance;</p> <p>4.13 (C) identify and gather relevant information from a variety of sources;</p> <p>4.5A self-select text and read independently for a sustained period of time.</p> <p><u>Integrated Standards</u></p> <p>4.7 (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;</p> <p>4.7 (F) respond using newly acquired vocabulary as appropriate; and</p> <p>4.7 (G) discuss specific ideas in the text that are important to the meaning</p> <p>4.10 (C) analyze the author's use of print and graphic features to achieve specific purposes;</p> <p>4.10 (F) discuss how the author's use of language contributes to voice; and</p> <p>4.1 (A) listen actively, ask relevant questions to clarify information, and make pertinent comments;</p> <p>4.1 (B) follow, restate, and give oral instructions that involve a series of related sequences of action;</p> <p>4.1 (C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;</p> <p>4.1 (D) work collaboratively with others to develop a plan of shared responsibilities.</p> <p>4.4A use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text</p>
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Unit 4: Reading to Learn—Determining Importance in Informational Text

Estimated Time Frame: 11/30/20-12/18/20

Estimated Date Range: 15 days

Note: Unit includes 2 days for re-engagement. In Balanced Literacy, re-engagement is incorporated throughout Reading Workshop daily.

Concepts within the Unit	TEKS
<p>Concept #1: <i>Readers Determine Importance When Reading Informational Text</i></p> <p>Suggested Days: 15</p>	<p><u>Priority Standards</u></p> <p>4.6 (F) make inferences and use evidence to support understanding;</p> <p>4.6 (H) synthesize information to create new understanding;</p> <p>4.6 (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down</p> <p>4.7 (B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;</p>

- 4.7 (C) use text evidence to support an appropriate response
- 4.7 (D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order
- 4.9D (i) recognize characteristics and structures of informational text, including: the central idea with supporting evidence;
- 4.9D (ii) recognize characteristics and structures of informational text, including: features such as pronunciation guides and diagrams to support understanding;
- 4.10 (C) analyze the author's use of print and graphic features to achieve specific purposes

Important Standards

- 4.6 (A) establish purpose for reading assigned and self-selected texts;
- 4.6 (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
- 4.6 (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;
- 4.6 (D) create mental images to deepen understanding;
- 4.6 (E) make connections to personal experiences, ideas in other texts, and society;
- 4.6 (G) evaluate details read to determine key ideas
- 4.9 (F) recognize characteristics of multimodal and digital texts.
- 4.13 (A) generate and clarify questions on a topic for formal and informal inquiry;
- 4.13 (B) develop and follow a research plan with adult assistance;
- 4.13 (C) identify and gather relevant information from a variety of sources;
- 4.5A self-select text and read independently for a sustained period of time.

Integrated Standards

- 4.7 (A) describe personal connections to a variety of sources, including self-selected texts;
- 4.7 (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
- 4.7 (F) respond using newly acquired vocabulary as appropriate;
- 4.7 (G) discuss specific ideas in the text that are important to the meaning.
- 4.1 (A) listen actively, ask relevant questions to clarify information, and make pertinent comments;
- 4.1 (B) follow, restate, and give oral instructions that involve a series of related sequences of action;
- 4.1 (C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;
- 4.1 (D) work collaboratively with others to develop a plan of shared responsibilities.
- 4.4A use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text

Word Study

Estimated Date Range: 10/12/20-12/18/20

Estimated Time Frame: 44 days

Note: Unit includes 13 days for re-engagement. In Balanced Literacy, re-engagement is incorporated throughout Reading Workshop daily.

Concepts within the Unit	TEKS
Phonics	<p><u>Integrated Standards</u></p> <p>4.2(A) (i) decoding words with specific orthographic patterns and rules, including regular and irregular plurals;</p> <p>4.2(A) (vi) identifying and reading high-frequency words from a research-based list;</p> <p>4.2(A) (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> <p>4.2(A) (iii) decoding words using advanced knowledge of syllable division patterns such as VV;</p>
Vocabulary	<p><u>Integrated Standards</u></p> <p>4.3(A) use print or digital resources to determine meaning, syllabication, and pronunciation;</p>

Grading Period 3

Unit 5: Reading to Learn—Analyzing Informational Text

Estimated Time Frame: 1/6/21-2/5/21

Estimated Date Range: 22 days

Note: Unit includes 5 days for re-engagement. In Balanced Literacy, re-engagement is incorporated throughout Reading Workshop daily.

Concepts within the Unit	TEKS
<p>Concept #1: <i>Readers Analyze Author’s Craft when Reading Informational Text</i></p> <p>Suggested Days: 12</p>	<p><u>Priority Standards</u></p> <p>4.6 (F) make inferences and use evidence to support understanding;</p> <p>4.6 (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down</p> <p>4.7 (B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;</p> <p>4.7 (C) use text evidence to support an appropriate response</p> <p>4.7 (D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order</p> <p>4.9D (i) recognize characteristics and structures of informational text, including: the central idea with supporting evidence;</p> <p>4.9D (ii) recognize characteristics and structures of informational text, including:</p>

features such as pronunciation guides and diagrams to support understanding;
 4.9D (iii) recognize characteristics and structures of informational text, including: organizational patterns such as compare and contrast;
 4.10 (A) explain the author's purpose and message within a text;
 4.10 (B) explain how the use of text structure contributes to the author's purpose
 4.10 (C) analyze the author's use of print and graphic features to achieve specific purposes

Important Standards

4.6 (A) establish purpose for reading assigned and self-selected texts;
 4.6 (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
 4.6 (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;
 4.6 (D) create mental images to deepen understanding;
 4.6 (E) make connections to personal experiences, ideas in other texts, and society;
 4.6 (G) evaluate details read to determine key ideas
 4.9 (F) recognize characteristics of multimodal and digital texts.
 4.13 (A) generate and clarify questions on a topic for formal and informal inquiry;
 4.13 (B) develop and follow a research plan with adult assistance;
 4.13 (C) identify and gather relevant information from a variety of sources;
 4.5 (A) self-select text and read independently for a sustained period of time.

Integrated Standards

4.7 (A) describe personal connections to a variety of sources, including self-selected texts;
 4.7 (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
 4.7 (F) respond using newly acquired vocabulary as appropriate;
 4.7 (G) discuss specific ideas in the text that are important to the meaning.
 4.10 (D) 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;
 4.10 (F) discuss how the author's use of language contributes to voice;
 4.10 (G) identify and explain the use of anecdote.
 4.1 (A) listen actively, ask relevant questions to clarify information, and make pertinent comments;
 4.1 (B) follow, restate, and give oral instructions that involve a series of related sequences of action;
 4.1 (C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;
 4.1 (D) work collaboratively with others to develop a plan of shared responsibilities.

	4.4 (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text
<p>Concept #2: <i>Readers Summarize and Synthesize when Reading Informational Text</i> Suggested Days: 5</p>	<p><u>Priority Standards</u></p> <p>4.6 (F) make inferences and use evidence to support understanding; 4.6 (H) synthesize information to create new understanding; 4.6 (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down 4.7 (B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources; 4.7 (C) use text evidence to support an appropriate response 4.7 (D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order 4.9D (i) recognize characteristics and structures of informational text, including: the central idea with supporting evidence; 4.9D (ii) recognize characteristics and structures of informational text, including: features such as pronunciation guides and diagrams to support understanding; 4.9D (iii) recognize characteristics and structures of informational text, including: organizational patterns such as compare and contrast; 4.10 (A) explain the author's purpose and message within a text; 4.10 (B) explain how the use of text structure contributes to the author's purpose 4.10 (C) analyze the author's use of print and graphic features to achieve specific purposes</p> <p><u>Important Standards</u></p> <p>4.6 (A) establish purpose for reading assigned and self-selected texts; 4.6 (B) generate questions about text before, during, and after reading to deepen understanding and gain information; 4.6 (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures; 4.6 (D) create mental images to deepen understanding; 4.6 (E) make connections to personal experiences, ideas in other texts, and society; 4.6 (G) evaluate details read to determine key ideas 4.9 (F) recognize characteristics of multimodal and digital texts. 4.13 (A) generate and clarify questions on a topic for formal and informal inquiry; 4.13 (B) develop and follow a research plan with adult assistance; 4.13 (C) identify and gather relevant information from a variety of sources; 4.5 (A) self-select text and read independently for a sustained period of time.</p>

	<p><u>Integrated Standards</u></p> <p>4.7 (A) describe personal connections to a variety of sources, including self-selected texts; 4.7 (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; 4.7 (F) respond using newly acquired vocabulary as appropriate; 4.7 (G) discuss specific ideas in the text that are important to the meaning. 4.1 (A) listen actively, ask relevant questions to clarify information, and make pertinent comments; 4.1 (B) follow, restate, and give oral instructions that involve a series of related sequences of action; 4.1 (C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; 4.1 (D) work collaboratively with others to develop a plan of shared responsibilities. 4.4 (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text</p>
<p>Concept #3: <i>Readers Understand Elements of Different Types of Informational Texts</i> Suggested Days: 5</p>	<p><u>Priority Standards</u></p> <p>4.6 (F) make inferences and use evidence to support understanding; 4.6 (H) synthesize information to create new understanding; 4.6 (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down 4.7 (B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources; 4.7 (C) use text evidence to support an appropriate response 4.7 (D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order 4.9D (ii) recognize characteristics and structures of informational text, including: features such as pronunciation guides and diagrams to support understanding; 4.10 (A) explain the author's purpose and message within a text; 4.10 (B) explain how the use of text structure contributes to the author's purpose 4.10 (C) analyze the author's use of print and graphic features to achieve specific purposes</p> <p><u>Important Standards</u></p> <p>4.6 (A) establish purpose for reading assigned and self-selected texts; 4.6 (D) create mental images to deepen understanding; 4.6 (E) make connections to personal experiences, ideas in other texts, and society; 4.6 (G) evaluate details read to determine key ideas 4.9D (iii) recognize characteristics and structures of informational text, including: organizational patterns such as compare and contrast; 4.13 (A) generate and clarify questions on a topic for formal and informal inquiry;</p>

	<p>4.13 (B) develop and follow a research plan with adult assistance; 4.13 (C) identify and gather relevant information from a variety of sources; 4.5 (A) self-select text and read independently for a sustained period of time.</p> <p><u>Integrated Standards</u></p> <p>4.7 (A) describe personal connections to a variety of sources, including self-selected texts; 4.7 (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; 4.7 (F) respond using newly acquired vocabulary as appropriate; 4.7 (G) discuss specific ideas in the text that are important to the meaning. 4.10 (D) 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; 4.10 (F) discuss how the author's use of language contributes to voice; 4.10 (G) identify and explain the use of anecdote. 4.1 (A) listen actively, ask relevant questions to clarify information, and make pertinent comments; 4.1 (B) follow, restate, and give oral instructions that involve a series of related sequences of action; 4.1 (C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; 4.1 (D) work collaboratively with others to develop a plan of shared responsibilities. 4.4 (A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text</p>
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Unit 6: Argumentative Text

Estimated Date Range: 02/8/21-02/26/21

Estimated Time Frame: 13 days

Note: Unit includes 2 days for re-engagement. In Balanced Literacy, re-engagement is incorporated throughout Reading Workshop daily.

Concepts within the Unit	TEKS
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<p>Concept #1: <i>Readers Understand the Characteristics of Argumentative Text</i></p> <p>Suggested Days: 5</p>	<p><u>Priority Standards</u></p> <p>4.6 (F) make inferences and use evidence to support understanding; 4.6 (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. 4.7 (B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources; 4.7 (C) use text evidence to support an appropriate response; 4.7 (D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order; 4.10 (A) explain the author's purpose and message within a text; 4.10 (C) analyze the author's use of print and graphic features to achieve specific purposes;</p>
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4.13 (E) demonstrate understanding of information gathered;
 4.13 (F) recognize the difference between paraphrasing and plagiarism when using source materials
 4.3 (B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words

Important Standards

4.6 (A) establish purpose for reading assigned and self-selected texts;
 4.6 (B) generate questions about text before, during, and after reading to deepen understanding and gain information
 4.6 (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;
 4.6 (D) create mental images to deepen understanding;
 4.6 (E) make connections to personal experiences, ideas in other texts, and society;
 4.6 (G) evaluate details read to determine key ideas;
 4.6 (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
 4.7 (A) describe personal connections to a variety of sources, including self-selected texts;
 4.9E (i) recognize characteristics and structures of argumentative text by:
 identifying the claim;
 3.9E (ii) recognize characteristics and structures of argumentative text by:
 Distinguishing fact from opinion;
 4.9E (ii) recognize characteristics and structures of argumentative text by:
 explaining how the author has used facts for an argument;
 4.9E (iii) recognize characteristics and structures of argumentative text by:
 identifying the intended audience or reader;
 4.9 (F) recognize characteristics of multimodal and digital texts.
 4.10 (F) discuss how the author's use of language contributes to voice;
 4.10 (G) identify and explain the use of anecdote
 4.13 (A) generate and clarify questions on a topic for formal and informal inquiry;
 4.13 (B) develop and follow a research plan with adult assistance;
 4.13 (C) identify and gather relevant information from a variety of sources;
 4.13 (D) identify primary and secondary sources;
 4.13 (G) develop a bibliography;
 4.13 (H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
 4.5A self-select text and read independently for a sustained period of time.

	<p><u>Integrated Standards</u></p> <p>4.7 (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;</p> <p>4.7 (F) respond using newly acquired vocabulary as appropriate;</p> <p>4.7 (G) discuss specific ideas in the text that are important to the meaning.</p> <p>4.1 (A) listen actively, ask relevant questions to clarify information, and make pertinent comments;</p> <p>4.1 (B) follow, restate, and give oral instructions that involve a series of related sequences of action;</p> <p>4.1 (C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;</p> <p>4.1 (D) work collaboratively with others to develop a plan of shared responsibilities</p> <p>4.4A use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text</p>
<p>Concept #2: <i>Readers Evaluate Argumentative Text</i></p> <p>Suggested Days: 8</p>	<p><u>Priority Standards</u></p> <p>4.6 (F) make inferences and use evidence to support understanding;</p> <p>4.6 (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p>4.6 (F) make inferences and use evidence to support understanding;</p> <p>4.6 (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p>4.7 (B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;</p> <p>4.7 (C) use text evidence to support an appropriate response;</p> <p>4.7 (D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;</p> <p>4.10 (B) explain how the use of text structure contributes to the author's purpose</p> <p>4.10 (C) analyze the author's use of print and graphic features to achieve specific purposes;</p> <p>4.13 (E) demonstrate understanding of information gathered;</p> <p>4.13 (F) recognize the difference between paraphrasing and plagiarism when using source materials</p> <p>4.3 (B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words</p> <p><u>Important Standards</u></p> <p>4.6 (A) establish purpose for reading assigned and self-selected texts;</p> <p>4.6 (B) generate questions about text before, during, and after reading to deepen understanding and gain information</p> <p>4.6 (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;</p> <p>4.6 (D) create mental images to deepen understanding;</p> <p>4.6 (E) make connections to personal experiences, ideas in other texts, and society;</p>

- 4.6 (G) evaluate details read to determine key ideas;
- 4.6 (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
- 4.7 (A) describe personal connections to a variety of sources, including self-selected texts;
- 4.9E (i) recognize characteristics and structures of argumentative text by: identifying the claim;
- 3.9E (ii) recognize characteristics and structures of argumentative text by: Distinguishing fact from opinion;**
- 4.9E (ii) recognize characteristics and structures of argumentative text by: explaining how the author has used facts for an argument;
- 4.9E (iii) recognize characteristics and structures of argumentative text by: identifying the intended audience or reader;
- 4.9 (F) recognize characteristics of multimodal and digital texts.
- 4.10 (D) 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;
- 4.10 (F) discuss how the author's use of language contributes to voice;
- 4.10 (G) identify and explain the use of anecdote
- 4.13 (A) generate and clarify questions on a topic for formal and informal inquiry;
- 4.13 (B) develop and follow a research plan with adult assistance;
- 4.13 (C) identify and gather relevant information from a variety of sources;
- 4.13 (D) identify primary and secondary sources;
- 4.13 (G) develop a bibliography;
- 4.13 (H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
- 4.5 (A) self-select text and read independently for a sustained period of time.
- Integrated Standards
- 4.7 (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
- 4.7 (F) respond using newly acquired vocabulary as appropriate;
- 4.7 (G) discuss specific ideas in the text that are important to the meaning.
- 4.1 (A) listen actively, ask relevant questions to clarify information, and make pertinent comments;
- 4.1 (B) follow, restate, and give oral instructions that involve a series of related sequences of action;
- 4.1 (C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;
- 4.1 (D) work collaboratively with others to develop a plan of shared responsibilities
- 4.4A use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text

Unit 7: Informational/Inquiry Club

Estimated Date Range: 03/1/21-03/12/21

Estimated Time Frame: 10 days

Note: Unit includes 3 days for re-engagement. In Balanced Literacy, re-engagement is incorporated throughout Reading Workshop daily.

Concepts within the Unit	TEKS
<p>Concept #1: <i>Researchers Select and Narrow a Research Topic</i></p> <p>Suggested Days: 3</p> <p>DLA March 2-6th</p> <p>Reports: March 12th</p>	<p><u>Priority Standards</u></p> <p>4.6 (F) make inferences and use evidence to support understanding;</p> <p>4.6 (H) synthesize information to create new understanding;</p> <p>4.7 (B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;</p> <p>4.7 (C) use text evidence to support an appropriate response;</p> <p>4.7 (D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order</p> <p>4.9D (i) recognize characteristics and structures of informational text, including: the central idea with supporting evidence;</p> <p>4.9D (ii) recognize characteristics and structures of informational text, including: features such as pronunciation guides and diagrams to support understanding;</p> <p>4.13 (A) generate and clarify questions on a topic for formal and informal inquiry</p> <p>4.13 (B) develop and follow a research plan with adult assistance</p> <p>4.13 (C) identify and gather relevant information from a variety of sources</p> <p>4.1 (A) listen actively, ask relevant questions to clarify information, and make pertinent comments</p> <p>4.1 (C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively</p> <p>4.1 (D) work collaboratively with others to develop a plan of shared responsibilities.</p> <p>4.3 (B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;</p> <p><u>Important Standards</u></p> <p>4.6 (A) establish purpose for reading assigned and self-selected texts;</p> <p>4.6 (B) generate questions about text before, during, and after reading to deepen understanding and gain information;</p> <p>4.6 (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;</p> <p>4.6 (D) create mental images to deepen understanding;</p> <p>4.6 (E) make connections to personal experiences, ideas in other texts, and society;</p> <p>4.6 (G) evaluate details read to determine key ideas</p>

	<p>4.6 (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p>4.7 (A) describe personal connections to a variety of sources, including self-selected texts;</p> <p>4.7 (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;</p> <p>4.7 (F) respond using newly acquired vocabulary as appropriate;</p> <p>4.7 (G) discuss specific ideas in the text that are important to the meaning.</p> <p>4.9 (F) recognize characteristics of multimodal and digital texts.</p> <p>4.13 (D) identify primary and secondary sources;</p> <p>4.13 (E) demonstrate understanding of information gathered;</p> <p>4.13 (F) recognize the difference between paraphrasing and plagiarism when using source materials;</p> <p>4.13 (G) develop a bibliography; and</p> <p>4.5A self-select text and read independently for a sustained period of time.</p> <p><u>Integrated Standards</u></p> <p>4.10 (D) 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>4.10 (F) discuss how the author's use of language contributes to voice;</p> <p>4.10 (G) identify and explain the use of anecdote.</p> <p>4.13 (A) generate and clarify questions on a topic for formal and informal inquiry; (concept 1-2)</p> <p>4.13 (B) develop and follow a research plan with adult assistance;</p> <p>4.13 (C) identify and gather relevant information from a variety of sources;</p> <p>4.1 (B) follow, restate, and give oral instructions that involve a series of related sequences of action;</p> <p>4.4A use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p>
<p>Concept #2: <i>Researchers Take Notes as They Read</i></p> <p>Suggested Days: 7</p>	<p><u>Priority Standards</u></p> <p>4.6 (F) make inferences and use evidence to support understanding;</p> <p>4.6 (H) synthesize information to create new understanding;</p> <p>4.7 (B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;</p> <p>4.7 (C) use text evidence to support an appropriate response;</p> <p>4.7 (D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order</p> <p>4.9D (i) recognize characteristics and structures of informational text, including: the central idea with supporting evidence;</p> <p>4.9D (ii) recognize characteristics and structures of informational text, including: features such as pronunciation guides and diagrams to support understanding;</p> <p>4.9D (iii) recognize characteristics and structures of informational text, including:</p>

organizational patterns such as compare and contrast;
 4.13 (B) develop and follow a research plan with adult assistance
 4.13 (C) identify and gather relevant information from a variety of sources
 4.10 (A) explain the author's purpose and message within a text;
 4.10 (B) explain how the use of text structure contributes to the author's purpose;
 4.10 (C) analyze the author's use of print and graphic features to achieve specific purposes;
 4.1 (A) listen actively, ask relevant questions to clarify information, and make pertinent comments
 4.1 (C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively
 4.1 (D) work collaboratively with others to develop a plan of shared responsibilities.
 4.3 (B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;

Important Standards

4.6 (A) establish purpose for reading assigned and self-selected texts;
 4.6 (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
 4.6 (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;
 4.6 (D) create mental images to deepen understanding;
 4.6 (E) make connections to personal experiences, ideas in other texts, and society;
 4.6 (G) evaluate details read to determine key ideas
 4.6 (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
 4.7 (A) describe personal connections to a variety of sources, including self-selected texts;
 4.7 (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
 4.7 (F) respond using newly acquired vocabulary as appropriate;
 4.7 (G) discuss specific ideas in the text that are important to the meaning.
 4.9 (F) recognize characteristics of multimodal and digital texts.
 4.13 (D) identify primary and secondary sources;
 4.13 (E) demonstrate understanding of information gathered;
 4.13 (F) recognize the difference between paraphrasing and plagiarism when using source materials;
 4.13 (G) develop a bibliography; and
 4.5A self-select text and read independently for a sustained period of time.

	<p><u>Integrated Standards</u> 4.10 (D) 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; 4.10 (F) discuss how the author's use of language contributes to voice; 4.10 (G) identify and explain the use of anecdote. 4.13 (A) generate and clarify questions on a topic for formal and informal inquiry; 4.1 (B) follow, restate, and give oral instructions that involve a series of related sequences of action; 4.4A use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p>
<p>Word Study Estimated Date Range: 1/6/21-3/12/21 Estimated Time Frame: 45 days Note: Unit includes 16 days for re-engagement. In Balanced Literacy, re-engagement is incorporated throughout Reading Workshop daily.</p>	
Concepts within the Unit	TEKS
Phonics	<p><u>Integrated Standards</u> 4.2(A) (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; 4.2 (A) (iv) decoding words using knowledge of prefixes; 4.2 (A) (v) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and</p>
Vocabulary	<p><u>Priority Standards</u> 4.3 (B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;</p> <p><u>Important Standards</u> 4.3 (C) determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter;</p> <p><u>Integrated Standards</u> 3.3 (D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text 4.3 (D) identify, use and explain the meaning of homophones such as reign/rain</p>

Grading Period 4

Unit 6: Informational/Inquiry Club

Estimated Date Range: 03/22/21-04/9/21

Estimated Time Frame: 14 days

Note: Unit includes 5 days for re-engagement. In Balanced Literacy, re-engagement is incorporated throughout Reading Workshop daily.

Concepts within the Unit	TEKS
<p>Concept #3: <i>Researchers Plan Their Research Project</i></p> <p>Suggested Days: 6</p>	<p><u>Priority Standards</u></p> <p>4.6 (H) synthesize information to create new understanding;</p> <p>4.7 (B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;</p> <p>4.7 (C) use text evidence to support an appropriate response;</p> <p>4.7 (D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order</p> <p>4.13 (B) develop and follow a research plan with adult assistance</p> <p>4.13 (C) identify and gather relevant information from a variety of sources</p> <p>4.1 (A) listen actively, ask relevant questions to clarify information, and make pertinent comments</p> <p>4.3 (B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;</p> <p><u>Important Standards</u></p> <p>4.6 (B) generate questions about text before, during, and after reading to deepen understanding and gain information;</p> <p>4.6 (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;</p> <p>4.6 (D) create mental images to deepen understanding;</p> <p>4.6 (E) make connections to personal experiences, ideas in other texts, and society;</p> <p>4.6 (G) evaluate details read to determine key ideas</p> <p>4.6 (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p>4.7 (A) describe personal connections to a variety of sources, including self-selected texts;</p> <p>4.7 (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;</p> <p>4.7 (F) respond using newly acquired vocabulary as appropriate;</p> <p>4.7 (G) discuss specific ideas in the text that are important to the meaning.</p> <p>4.9 (F) recognize characteristics of multimodal and digital texts.</p> <p>4.13 (E) demonstrate understanding of information gathered;</p>

	<p>4.13 (F) recognize the difference between paraphrasing and plagiarism when using source materials; 4.13 (G) develop a bibliography; and 4.5A self-select text and read independently for a sustained period of time.</p> <p><u>Integrated Standards</u></p> <p>4.10 (D) 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; 4.10 (F) discuss how the author's use of language contributes to voice; 4.10 (G) identify and explain the use of anecdote. 4.13 (B) develop and follow a research plan with adult assistance; 4.13 (C) identify and gather relevant information from a variety of sources; 4.1 (B) follow, restate, and give oral instructions that involve a series of related sequences of action; 4.4A use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p>
<p>Concept #4: <i>Researchers Prepare Their Research Project</i></p> <p>Suggested Days: 8</p>	<p>Priority Standards</p> <p>4.6 (H) synthesize information to create new understanding; 4.7 (B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources; 4.7 (C) use text evidence to support an appropriate response; 4.7 (D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order 4.13 (B) develop and follow a research plan with adult assistance 4.1 (A) listen actively, ask relevant questions to clarify information, and make pertinent comments 4.3 (B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;</p> <p><u>Important Standards</u></p> <p>4.6 (B) generate questions about text before, during, and after reading to deepen understanding and gain information; 4.6 (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures; 4.6 (D) create mental images to deepen understanding; 4.6 (E) make connections to personal experiences, ideas in other texts, and society; 4.6 (G) evaluate details read to determine key ideas 4.6 (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. 4.7 (A) describe personal connections to a variety of sources, including self-selected texts; 4.7 (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;</p>

	<p>4.7 (F) respond using newly acquired vocabulary as appropriate; 4.7 (G) discuss specific ideas in the text that are important to the meaning. 4.9 (F) recognize characteristics of multimodal and digital texts. 4.13 (E) demonstrate understanding of information gathered; 4.13 (F) recognize the difference between paraphrasing and plagiarism when using source materials; 4.13 (G) develop a bibliography; and 4.13 (H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results 4.5A self-select text and read independently for a sustained period of time.</p> <p><u>Integrated Standards</u> 4.10 (D) 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; 4.10 (F) discuss how the author's use of language contributes to voice; 4.10 (G) identify and explain the use of anecdote. 4.13 (B) develop and follow a research plan with adult assistance; 4.13 (C) identify and gather relevant information from a variety of sources; 4.1 (B) follow, restate, and give oral instructions that involve a series of related sequences of action; 4.4A use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p>
<p>Unit 7: Analyzing Fantasy Texts Estimated Date Range: 04/12/21-05/26/21 Estimated Time Frame: 32 days Note: Unit includes 5 days for re-engagement and 1 day for testing. In Balanced Literacy, re-engagement is incorporated throughout Reading Workshop daily.</p>	
<p>Concepts within the Unit</p>	<p>TEKS</p>
<p>Concept #1: <i>Readers analyze fantasy texts.</i> Suggested Days: 32 *Concepts are taught simultaneously based on students' need.</p>	<p><u>Priority Standards</u> 4.6 (F) make inferences and use evidence to support understanding; 4.6 (H) synthesize information to create new understanding; 4.7 (B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources; 4.7 (C) use text evidence to support an appropriate response; 4.7 (D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order; 4.8 (A) infer basic themes supported by text evidence; 4.8 (B) explain the interactions of the characters and the changes they undergo; 4.8 (C) analyze plot elements, including the rising action, climax, falling action, and resolution; and 4.10 (A) explain the author's purpose and message within a text; 4.10 (B) explain how the use of text structure contributes to the author's purpose;</p>

4.10 (C) analyze the author's use of print and graphic features to achieve specific purposes;

Important Standards

4.6 (A) establish purpose for reading assigned and self-selected texts;

4.6 (B) generate questions about text before, during, and after reading to deepen understanding and gain information;

4.6 (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;

4.6 (D) create mental images to deepen understanding;

4.6 (E) make connections to personal experiences, ideas in other texts, and society;

4.6 (G) evaluate details read to determine key ideas;

4.6 (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

4.7 (A) describe personal connections to a variety of sources, including self-selected texts;

4.8 (D) explain the influence of the setting, including historical and cultural settings, on the plot.

4.10 (D) 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;

4.10 (E) identify and understand the use of literary devices, including first- or third-person point of view;

4.10 (F) discuss how the author's use of language contributes to voice; and

4.13 (A) generate and clarify questions on a topic for formal and informal inquiry;

4.13 (B) develop and follow a research plan with adult assistance;

4.13 (C) identify and gather relevant information from a variety of sources;

4.5A self-select text and read independently for a sustained period of time.

Integrated Standards

4.7 (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;

4.7 (F) respond using newly acquired vocabulary as appropriate; and

4.7 (G) discuss specific ideas in the text that are important to the meaning.

4.1 (A) listen actively, ask relevant questions to clarify information, and make pertinent comments;

4.1 (B) follow, restate, and give oral instructions that involve a series of related sequences of action;

4.1 (C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; and

4.1 (D) work collaboratively with others to develop a plan of shared responsibilities.

4.4A use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Concept #2: *Readers Analyze Text and Support Their Thinking With Text Evidence*

Suggested Days: 32*Concepts are taught simultaneously based on students' need.

Priority Standards

- 4.3 (B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words
- 4.8 (A) infer basic themes supported by text evidence;
- 4.8 (C) analyze plot elements, including the rising action, climax, falling action, and resolution; and
- 4.8 (B) explain the interactions of the characters and the changes they undergo
- 4.7 (D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;
- 4.9 D(i) recognize characteristics and structures of informational text, including: the central idea with supporting evidence
- 4.9 D(ii) recognize characteristics and structures of informational text, including: features such as pronunciation guides and diagrams to support understanding
- 4.9 D(iii) recognize characteristics and structures of informational text, including: organizational patterns such as compare and contrast;
- 4.6 (F) make inferences and use evidence to support understanding
- 4.6 (H) synthesize information to create new understanding
- 4.10 (A) explain the author's purpose and message within a text;
- 4.10 (B) explain how the use of text structure contributes to the author's purpose;
- 4.10 (C) analyze the author's use of print and graphic features to achieve specific purposes;
- 4.10 (G) identify and explain the use of anecdote.

Important Standards

- 4.3(A) use print or digital resources to determine meaning, syllabication, and pronunciation;
- 4.5A self-select text and read independently for a sustained period of time
- 4.9 (C) explain structure in drama such as character tags, acts, scenes, and stage directions
- 4.10 (E) identify and understand the use of literary devices, including first- or third-person point of view
- 4.9 (B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images;
- 4.10 (D) 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;
- 4.7 (A) describe personal connections to a variety of sources, including self-selected texts
- 4.3 (C) determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter
- 4.10 (F) discuss how the author's use of language contributes to voice; and
- 4.6 (A) establish purpose for reading assigned and self-selected texts;

	<p>4.6 (B) generate questions about text before, during, and after reading to deepen understanding and gain information;</p> <p>4.6 (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;</p> <p>4.6 (D) create mental images to deepen understanding;</p> <p>4.6 (E) make connections to personal experiences, ideas in other texts, and society;</p> <p>4.6 (G) evaluate details read to determine key ideas;</p> <p>4.6 (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p><u>Integrated Standards</u></p> <p>4.7 (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;</p> <p>4.7 (F) respond using newly acquired vocabulary as appropriate; and</p> <p>4.7 (G) discuss specific ideas in the text that are important to the meaning.</p> <p>4.1 (A) listen actively, ask relevant questions to clarify information, and make pertinent comments;</p> <p>4.1 (B) follow, restate, and give oral instructions that involve a series of related sequences of action;</p> <p>4.1 (C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; and</p> <p>4.1 (D) work collaboratively with others to develop a plan of shared responsibilities.</p> <p>4.4A use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p>
<p>Word Study</p> <p>Estimated Date Range: 3/22/21-5/26/21</p> <p>Estimated Time Frame: 46 days</p> <p>Note: Unit includes 15 days for re-engagement. In Balanced Literacy, re-engagement is incorporated throughout Reading Workshop daily.</p>	
<p>Concepts within the Unit</p>	<p>TEKS</p>
<p>Vocabulary</p>	<p><u>Important Standards</u></p> <p>4.3 (C) determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter;</p> <p><u>Integrated Standards</u></p> <p>4.10 (D) 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><u>Integrated Standards</u></p> <p>3.3 (D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text</p>

	4.3 (D) identify, use and explain the meaning of homophones such as reign/rain
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Learning Assessments

Semester	Assessment Administration Window	Content	Reporting Due Date
First Semester	November 2 nd - November 6 th	Reading	November 12 th
Second Semester	March 2 nd - March 8 th	Reading	March 15 th