# 4th Grade Reading Overview
## 2019-2020

This document is designed to provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. It includes pacing, TEKS, Unit Overview, Big Ideas and Essential Questions, Concepts, and Instructional Model.

## Definitions

**Overview** – The content in this document provides an overview of the pacing and concepts covered in a subject for the year.

**TEKS** – Texas Essential Knowledge and Skills (TEKS) are the state standards for what students should know and be able to do.

**Unit Overview** – The unit overview provides a brief description of the concepts covered in each unit.

**Big Ideas and Essential Questions** - Big ideas create connections in learning. They anchor all the smaller isolated, facts together in a unit. Essential questions (questions that allow students to go deep in thinking) should answer the big ideas. Students should not be able to answer Essential Questions in one sentence or less. Big ideas should be the underlying concepts, themes, or issues that bring meaning to content.

**Concept** – A subtopic of the main topic of the unit

**Instructional Model** – The structures, guidelines or model in which students engage in a particular content that ensures understanding of that content.

## Parent Supports

The following resources provide parents with ideas to support students’ understanding

- [How to Help a Child Choose a Book](#)
- [How to Encourage Higher Order Thinking](#)
- [How to Help Expand Your Child’s Vocabulary](#)
- [Children’s Books and Authors](#)-Resources to help find books and get students excited about reading

## Instructional Model

The ELA instructional model is Balanced Literacy. Balanced Literacy allows students to actively engage in all components of literacy: reading, writing, listening, and speaking, each day. Balanced Literacy consists of four components: Interactive Read Aloud, Reading Workshop, Writing, Workshop, Phonics and Word Study.

**Interactive Read Aloud**-Teachers model and guide students to use reading strategies and notice techniques that authors use in books that are above the students’ independent reading level in order to prepare students for the strategies and skills they will need as they move through more advanced text.
Reading Workshop—During Reading Workshop, the teacher teaches a mini-lesson on a strategy or skill. The student then practices the strategy or skill during independent reading. During this time, the teacher will confer with the student or work with small groups.

Writing Workshop—During Writing Workshop, the teacher teaches a mini-lesson on a strategy or skill. The student then practices the strategy or skill during independent writing. During this time, the teacher will confer with the student or work with small groups.

Phonics and Word Study—During this time students learn phonics, vocabulary, and spelling rules and apply them to their reading and writing.

Adopted Resources
Elementary:  [https://www.fortbendisd.com/Page/93917](https://www.fortbendisd.com/Page/93917)

<table>
<thead>
<tr>
<th>Grading Period 1</th>
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</thead>
<tbody>
<tr>
<td><strong>Unit 1: Launching Reading Workshop</strong></td>
</tr>
<tr>
<td>Estimated Date Range: 8/14/19-9/13/19</td>
</tr>
<tr>
<td>Estimated Time Frame: 22 days</td>
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</table>

**Unit Overview:**

In this unit, students will be introduced to the routines of reading workshop. In concept 1, *Readers Have Strong Reading Habits*, the lessons will focus on the routines of setting up reading workshop.

In concept 2, *Readers Set Up the Notebook to Write About What They Read*, the lessons will focus on setting students up for success to write about their reading. Readers will set up the reader’s notebook, establish a purpose for reading, and begin to write responses to text.

In concept 3, *Readers Read, Talk, and Learn with Other Readers*, the lessons will focus on establishing reading partnerships where students will discuss their thinking. In this concept, students will learn how and what to talk to their reading partners about.

In concept 4, *Readers Identify the Different Characteristics of Traditional Literature*, readers will be introduced to the characteristics that define traditional literature. Students will learn about the origins of traditional literature, as well as look into fables, legends, and myths. Students will also learn to track the plot of traditional literature.

In concept 5, *Readers Understand that Traditional Literature Reveals Universal Truths*, readers will begin to infer themes. The concept begins to look at how authors share a lesson or theme in a story. Then students look at how to infer theme based on the character’s struggles and lessons learned.

**Big Ideas:**

- Readers choose just right books, set goals for reading, and push themselves to read more.
- Readers think and write about their reading.
- Readers discuss their reading with others.
- Authors use details regarding plot and character to unlock theme.
- Authors create suspense by paying special attention to rising action and falling action.
- Reading partners track the most important parts of the story together.
Essential Questions

- How do readers create reading lives for themselves?
- How do readers deepen their understanding of text?
- How do readers contribute to a reading community?
- How do stories teach us lessons about life?
- What makes good story line?
- How do I share my thinking about stories?

## Concepts within Unit #1

<table>
<thead>
<tr>
<th>Concept #1: Readers Have Strong Reading Habits</th>
<th>TEKS <a href="http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110a.html">http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110a.html</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept #2: Readers Set Up the Notebook to Write About What They Read</td>
<td>4.6 (I), 4.6 (B), 4.6 (C), 4.6 (D), 4.5(A)</td>
</tr>
<tr>
<td>Concept #3: Readers Read, Talk, and Learn with Other Readers</td>
<td>4.1 (A), 4.1 (C), 4.1 (D) 4.6 (E), 4.7 (A), 4.5A, 4.1 (B), 4.4A</td>
</tr>
<tr>
<td>Concept #4: Readers Identify the Different Characteristics of Traditional Literature</td>
<td>4.6 (A), 4.10 (A), 4.8 (C), 4.9 (A), 4.6 (E), 4.7 (A), 4.5A</td>
</tr>
<tr>
<td>Concept #5: Readers Understand that Traditional Literature Reveals Universal Truths</td>
<td>4.10 (A), 4.8 (A), 4.9 (A), 4.5A</td>
</tr>
</tbody>
</table>

## Unit 2: Fiction: Interpreting Characters to Infer Theme

**Estimated Date Range:** 9/16/19-10/10/19  
**Estimated Time Frame:** 18 days

### Unit Overview:

In this unit, students will read fiction and dramatic texts.

In Concept 1, *Readers Use What They Know About the Structure of Fiction to Analyze the Text*, students will learn the purpose and structure of fiction. Students will then dive deeper into elements of fiction by thinking about major and minor characters, point of view, setting, plot elements, and word choice.

In Concept 2, *Readers Analyze and Grow Theories About Characters in Order to Think Deeply About Them*, students will build on the learning in concept 1, to go deeper into thinking about characters. Students will learn how to create theories about characters and learn different ways that readers learn about the characters. As students learn more about their characters, they will grow or change their theories and support their thinking with text evidence. Readers will understand that characters change over the course of the plot based on events and interactions with others.

In concept 3, *Readers Understand that Stories and Characters Relate to Real Life*, students learn to infer the theme by thinking about the character’s experiences and how they changed. Students will learn to support the theme with multiple pieces of text evidence from the story and think about how the theme applies to their life. At the end of the concept, readers will summarize fiction text.

In concept 4, *Readers Identify the Characteristics of Drama and Use Them to Gain a Deeper Meaning of the Author’s Message*, readers will learn about the elements of drama. Students will deepen their learning in concept 3, and infer the theme of drama.
Big Ideas:

- Authors create suspense by paying special attention to rising action and falling action.
- Characters change when they encounter difficult problems. Minor characters may teach major characters lessons and may cause the major character to change or show another side. These clues help uncover theme.
- The most important events are driven by character motivation and their attempts at getting what they want. I track important events scene by scene.

Essential Questions

- What makes a good story line?
- Why do characters change? Why is this important to understanding the story?
- How do I keep track of them?
- How do I know which events are most important? How do I keep track of them?

<table>
<thead>
<tr>
<th>Concepts within Unit #2</th>
<th>TEKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept #1: <em>Readers Use What They Know About the Structure of Fiction to Analyze the Text</em></td>
<td><a href="http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110a.html">http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110a.html</a></td>
</tr>
<tr>
<td>Concept #1: <em>Readers Use What They Know About the Structure of Fiction to Analyze the Text</em></td>
<td>4.6(F), 4.7(B), 4.7(C), 4.8(C), 4.10(A), 4.6(A), 4.6(B), 4.6(C), 4.6(D), 4.6(E), 4.6(G), 4.6(I), 4.8(D), 4.10(B), 4.10(D), 4.10(E), 4.13(A), 4.13(B), 4.13(C), 4.5(A), 4.7(E), 4.7(F), 4.7(G), 4.10(C), 4.10(F), 4.1(A), 4.1(B), 4.1(C), 4.1(D), 4.4(A)</td>
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<tr>
<td>Concept #2: <em>Readers Analyze and Grow Theories About Characters in Order to Think Deeply About Them</em></td>
<td>4.6(F), 4.6(H), 4.7(B), 4.7(C), 4.8(B), 4.6(B), 4.6(C), 4.6(D), 4.6(E), 4.6(G), 4.6(I), 4.13(A), 4.13(B), 4.13(C), 4.5(A), 4.7(E), 4.7(F), 4.7(G), 4.10(C), 4.10(F), 4.1(A), 4.1(B), 4.1(C), 4.1(D), 4.4(A)</td>
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<tr>
<td>Concept #3: <em>Readers Understand that Stories and Characters Relate to Real Life</em></td>
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<td>4.6(F), 4.6(H), 4.7(B), 4.7(C), 4.7(D), 4.8(A), 4.6(B), 4.6(C), 4.6(D), 4.6(E), 4.6(G), 4.6(I), 4.13(A), 4.13(B), 4.13(C), 4.5(A), 4.7(E), 4.7(F), 4.7(G), 4.10(C), 4.10(F), 4.1(A), 4.1(B), 4.1(C), 4.1(D), 4.4(A)</td>
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Word Study

Estimated Date Range: 8/14/19-10/10/19  
Estimated Time Frame: 40 days

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<tr>
<th>Concepts within the Unit</th>
<th>TEKS</th>
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<tbody>
<tr>
<td>Phonics</td>
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</tr>
<tr>
<td>Phonics</td>
<td>4.2A(i), 4.2A(ii), 4.2A(vi), 4.2A(iii), 4.2A(iv), 4.2A(v)</td>
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Grading Period 2

Unit 2: Fiction: Interpreting Characters to Infer Theme  
Estimated Date Range: 10/15/19-10/25/19  
Estimated Time Frame: 9 days

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<thead>
<tr>
<th>Concepts within Unit #2</th>
<th>TEKS</th>
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<tbody>
<tr>
<td>Concept #4: <em>Readers Identify the Characteristics of Drama and Use Them to Gain a Deeper Meaning of the Author’s Message</em></td>
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<td>Concept #4: <em>Readers Identify the Characteristics of Drama and Use Them to Gain a Deeper Meaning of the Author’s Message</em></td>
<td>4.6(F), 4.6(H), 4.7(B), 4.7(C), 4.7(D), 4.8(A), 4.8(B), 4.8(C), 4.10(A), 4.6(A), 4.6(B), 4.6(C), 4.6(D), 4.6(E), 4.6(G), 4.6(I), 4.8(D), 4.9(C), 4.10(B), 4.13(A), 4.13(B), 4.13(C), 4.5(A), 4.7(E), 4.7(F), 4.7(G), 4.10(C), 4.10(F), 4.1(A), 4.1(B), 4.1(C), 4.1(D), 4.4(A)</td>
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Unit 3: Poetry: Analyzing Craft  
Estimated Date Range: 10/28/19-11/08/19  
Estimated Time Frame: 10 days

Unit Overview:  
In this unit, readers will read and analyze poetry.  
In Concept 1, Readers Identify a Poem’s Form, Layout, and Language, students will immerse themselves in poetry and notice the poetic elements. Students will then learn to recognize figurative language and imagery in poems and then analyze how poets use words to achieve their purpose.  
In Concept 2, Readers Analyze Craft in Poetry to Determine the Bigger Meaning, students will build on the learning in concept 1, to analyze how the poet used craft techniques to determine the bigger meaning. Students will infer the poet’s purpose and point of view, mood, and theme of the poem.

Big Ideas:  
- Poets write poetry to tell stories and to remind people of images and feelings  
- Poets use figurative language and imagery to create sensory impressions and emotion.

Essential Questions  
- What makes a good poem?  
- How do poets make readers feel emotion when reading?

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<thead>
<tr>
<th>Concepts within Unit #3</th>
<th>TEKS</th>
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<tbody>
<tr>
<td><strong>Concept #1: Readers Identify a Poem’s Form, Layout, and Language</strong></td>
<td><a href="http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110a.html">http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110a.html</a></td>
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<td>4.6(F), 4.6(I), 4.7(B), 4.7(C), 4.6(A), 4.6(B), 4.6(C), 4.6(D), 4.6(E), 4.6(G), 4.7(A), 4.7(D), 4.9(B), 4.10(B), 4.10(C), 4.10(D), 4.10(F), 4.13(A), 4.13(B), 4.13(C), 4.13(D), 4.5(A), 4.7(E), 4.7(F), 4.7(G), 4.1(A), 4.1(B), 4.1(C), 4.1(D), 4.4(A)</td>
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| Concept #2: Readers Analyze Craft in Poetry to Determine the Bigger Meaning | |
| 4.6(F), 4.6(H), 4.6(I), 4.7(B), 4.7(C), 4.8(A), 4.10(A), 4.6(A), 4.6(B), 4.6(C), 4.6(D), 4.6(E), 4.6(G), 4.7(A), 4.7(D), 4.9(B), 4.10(B), 4.10(C), 4.10(D), 4.10(F), 4.13(A), 4.13(B), 4.13(C), 4.13(D), 4.5(A), 4.7(E), 4.7(F), 4.7(G), 4.1(A), 4.1(B), 4.1(C), 4.1(D), 4.4(A) |

Unit 4: Reading to Learn: Informational Text  
Estimated Time Frame: 11/11/19-12/19/19  
Estimated Date Range: 24 days

Unit Overview:  
In this unit, readers will read and analyze informational text.  
In Concept 1, Readers Determine Importance When Reading Informational Text, students will look at the role that predicting and questioning play as they preview informational text. Students will learn to determine importance when they read and then learn how text features help the reader determine what is important. Readers will use what is important in the text to help infer the central idea and support it with key details. Students will look at author’s word choice, using context clues to help identify meaning of unknown words and think about why authors use certain words.

In Concept 2, Readers Summarize and Synthesize when Reading Informational Text, students will learn how to
synthesize new information that they read, identify the central idea of the entire passage, and use the central ideas and key details to summarize the text.

In Concept 3, *Readers Understand Elements of Different Types of Informational Texts*, students will look at different genres of informational text, including biographies and literary nonfiction. Students will learn about the specific characteristics of literary nonfiction, including text features, text structure, and literary qualities.

**Big Ideas:**
- Informational writers have a perspective and point of view they want to teach their readers about.
- Informational authors use feature and structure with purpose. Features and structure connect to the central ideas and key details.

**Essential Questions**
- Why do authors write informational text?
- How do informational writers craft text?

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<thead>
<tr>
<th>Concepts within Unit #4</th>
<th>TEKS</th>
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<tbody>
<tr>
<td><strong>Concept #1: Readers Determine Importance When Reading Informational Text</strong></td>
<td>4.6(F), 4.6(l), 4.7(B), 4.7(C), 4.9D(i), 4.9D(ii), 4.10(C), 4.6(A), 4.6(B), 4.6(C), 4.6(D), 4.6(E), 4.6(G), 4.13(A), 4.13(B), 4.13(C), 4.5(A), 4.7(A), 4.7(E), 4.7(F), 4.7(G), 4.10(D), 4.10(F), 4.10(G), 4.1(A), 4.1(B), 4.1(C), 4.1(D), 4.4(A)</td>
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<tr>
<td><strong>Concept #2: Readers Summarize and Synthesize when Reading Informational Text</strong></td>
<td>4.6(F), 4.6(H), 4.6(I), 4.7(B), 4.7(C), 4.7(D), 4.9D(i), 4.9D(ii), 4.6(A), 4.6(D), 4.6(E), 4.6(G), 4.13(A), 4.13(B), 4.13(C), 4.5(A), 4.7(A), 4.7(E), 4.7(F), 4.7(G), 4.1(A), 4.1(B), 4.1(C), 4.1(D), 4.4(A)</td>
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**Word Study**
- Estimated Date Range: 10/15/19-12/19/19
- Estimated Time Frame: 43 days

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<th>Concepts Within the Unit</th>
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<tbody>
<tr>
<td><strong>Phonics</strong></td>
<td>4.2(A) (i), 4.2(A) (vi), 4.2(A) (ii), 4.2(A) (iii)</td>
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<tr>
<td><strong>Vocabulary</strong></td>
<td>4.3(A)</td>
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# Grading Period 3

## Unit 4: Reading to Learn: Informational Text

**Estimated Time Frame:** 1/7/20 - 1/17/20  
**Estimated Date Range:** 9 days

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<th>Concepts within Unit #4</th>
<th>TEKS</th>
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</thead>
<tbody>
<tr>
<td><strong>Concept #3: Readers Understand Elements of Different Types of Informational Texts</strong></td>
<td>4.6(F), 4.6(H), 4.6(I), 4.7(B), 4.7(C), 4.7(D), 4.9D(ii), 4.10(A), 4.10(B), 4.10(C), 4.6(A), 4.6(D), 4.6(E), 4.6(G), 4.9D(iii), 4.13(A), 4.13(B), 4.13(C), 4.5(A), 4.7(A), 4.7(E), 4.7(F), 4.7(G), 4.10(D), 4.10(F), 4.10(G), 4.1(A), 4.1(B), 4.1(C), 4.1(D), 4.4A</td>
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</tbody>
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## Unit 5: Argumentative Text

**Estimated Date Range:** 01/21/20 - 02/21/20  
**Estimated Time Frame:** 22 days

**Unit Overview:**  
In this unit students will be reading argumentative text.

In Concept 1, *Readers Understand the Characteristics of Argumentative Text*, students will learn the purpose and characteristics of argumentative text. Students will learn how to identify the claim, intended audience, and notice how the author uses facts to support arguments. At the end of the concept, students will summarize argumentative text.

In Concept 2, *Readers Evaluate Argumentative Text*, students will analyze the text to determine important information. Readers will notice the language and text structures that authors craft and will evaluate the proposed solution and call to action.

**Big Ideas:**  
- Persuasive text calls readers to action or gives a proposed solution to a problem.  
- Readers evaluate the author’s arguments when reading argumentative text.

**Essential Questions**  
- What is argumentative text?  
- How do readers read argumentative text?

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<thead>
<tr>
<th>Concepts within Unit #5</th>
<th>TEKS</th>
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</thead>
<tbody>
<tr>
<td><strong>Concept #1: Readers Understand the Characteristics of Argumentative Text</strong></td>
<td>4.6(F), 4.6(I), 4.7(B), 4.7(C), 4.7(D), 4.10(A), 4.10(C), 4.13(E), 4.13(F), 4.3(B), 4.6(A), 4.6(B), 4.6(C), 4.6(D), 4.6(E), 4.6(G), 4.6(I), 4.7(A), 4.9E(i), 4.9E(ii), 4.9E(iii), 4.9(F), 4.10(F), 4.10(G), 4.13(A), 4.13(B), 4.13(C), 4.13(D), 4.13(G), 4.13(H), 4.5(A), 4.7(E), 4.7(F), 4.7(G), 4.1(A), 4.1(B), 4.1(C), 4.1(D), 4.4(A)</td>
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<tr>
<td><strong>Concept #2: Readers Evaluate Argumentative Text</strong></td>
<td>4.6(F), 4.6(I), 4.6(F), 4.6(I), 4.7(B), 4.7(C), 4.7(D), 4.10(B), 4.10(C), 4.13(E), 4.13(F), 4.3(B), 4.6(A), 4.6(B), 4.6(C), 4.6(D), 4.6(E), 4.6(G), 4.6(I), 4.7(A), 4.9E(i), 4.9E(ii), 4.9E(iii), 4.9(F), 4.10(D), 4.10(F), 4.10(G), 4.13(A), 4.13(B), 4.13(C), 4.13(D), 4.13(G), 4.13(H), 4.5(A), 4.7(E), 4.7(F), 4.7(G), 4.1(A), 4.1(B), 4.1(C), 4.1(D), 4.4(A)</td>
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**Unit 6: Informational—Inquiry Club**

**Estimated Date Range:** 02/24/20-03/6/20  
**Estimated Time Frame:** 10 days

**Unit Overview:**
In Concept 1, *Researchers Select and Narrow a Research Topic*, students will create their research notebooks and work to select their research topic.

In Concept 2, *Researchers Take Notes as They Read*, students will learn about primary and secondary sources, learn how to paraphrase to take notes in their own words, and learn how to organize their research. To help engage in understanding what is read, students will learn how to use context clues to understand new/unfamiliar words. As students select texts to use in their research, they will identify the author’s specific purpose for writing the text. Students will also learn about the different types of text structures that authors craft.

In Concept 3, *Researchers Plan Their Research Project*, students will decide how they will present their information to others. Students will choose a purpose then a project that helps them to achieve their purpose. Then students will plan their research project.

In Concept 4, *Researchers Prepare Their Research Project*, students will work to create their research project. Students will learn how to cite their sources and will prepare to present their project.

At the end of the unit, each group will present their research project to the class. It’s important that students have a strong foundation on formal research after this unit. In unit 6, students will use this knowledge to do their own research as they write argumentative essays.

**Big Ideas:**
- Readers jot down interesting ideas that they want to learn more about and questions they have when they read informational texts and consider these ideas and questions as possible research topics.
- Readers use essential questions to guide research.

**Essential Questions**
- How do readers of informational text generate potential research questions?
- How do researchers stay focused?
- How do readers compile their research?

**Concepts within Unit #6**

<table>
<thead>
<tr>
<th>Concepts within Unit #6</th>
<th>TEKS</th>
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<tbody>
<tr>
<td><strong>Concept #1: Researchers Select and Narrow a Research Topic</strong></td>
<td>4.6(F), 4.6(H), 4.7(B), 4.7(C), 4.7(D), 4.9D(i), 4.9D(ii), 4.13(A), 4.13(B), 4.13(C), 4.1(A), 4.1(C), 4.1(D), 4.3(B), 4.6(A), 4.6(B), 4.6(C), 4.6(D), 4.6(E), 4.6(G), 4.6(I), 4.7(A), 4.7(E), 4.7(F), 4.7(G), 4.9(F), 4.13(D), 4.13(E), 4.13(F), 4.13(G), 4.5(A), 4.10(D), 4.10(F), 4.10(G), 4.13(A), 4.13(B), 4.13(C), 4.1(B), 4.4(A)</td>
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<td><strong>Concept #2: Researchers Take Notes as They Read</strong></td>
<td>4.6(F), 4.6(H), 4.7(B), 4.7(C), 4.7(D), 4.9D(i), 4.9D(ii), 4.9D(iii), 4.13(B), 4.13(C), 4.10(A), 4.10(B), 4.10(C), 4.1(A), 4.1(C), 4.1(D), 4.3(B), 4.6(A), 4.6(B), 4.6(C), 4.6(D), 4.6(E), 4.6(I), 4.7(A), 4.7(E), 4.7(F), 4.7(G), 4.6(E), 4.6(G), 4.6(I), 4.7(A), 4.7(E), 4.7(F), 4.7(G), 4.6(A), 4.6(B), 4.6(C), 4.6(D)</td>
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</table>

[TEKS](http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110a.html)
### Word Study

Estimated Date Range: 1/7/20-3/6/20  
Estimated Time Frame: 41 days

<table>
<thead>
<tr>
<th>Concepts within 3rd Grading Period</th>
<th>TEKS</th>
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<tbody>
<tr>
<td>Phonics</td>
<td>4.2A(ii), 4.2A(iv), 4.2A(v)</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>4.3(B), 4.3(C)</td>
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### Grading Period 4

#### Unit 6: Informational/Inquiry Club

Estimated Date Range: 03/16/20-04/9/20  
Estimated Time Frame: 19 days

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<thead>
<tr>
<th>Concepts within Unit #6</th>
<th>TEKS</th>
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<tbody>
<tr>
<td><strong>Concept #2: Researchers Take Notes as They Read</strong></td>
<td>4.6(F), 4.6(H), 4.7(B), 4.7(C), 4.7(D), 4.7(i), 4.9D(i), 4.9D(ii), 4.9D(iii), 4.13(B), 4.13(C), 4.10(A), 4.10(B), 4.10(C), 4.1(A), 4.1(C), 4.1(D), 4.3(B), 4.6(A), 4.6(B), 4.6(C), 4.6(D), 4.6(E), 4.6(G), 4.6(I), 4.7(A), 4.7(E), 4.7(F), 4.7(G), 4.9(F), 4.13(D), 4.13(E), 4.13(F), 4.13(G), 4.5(A), 4.10(D), 4.10(F), 4.10(G), 4.13(A), 4.13(B), 4.13(C), 4.1(B), 4.4(A)</td>
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<tr>
<td><strong>Concept #3: Researchers Plan Their Research Project</strong></td>
<td>4.6(H), 4.7(B), 4.7(C), 4.7(D), 4.13(B), 4.13(C), 4.1(A), 4.3(B), 4.6(B), 4.6(C), 4.6(D), 4.6(G), 4.6(I), 4.7(A), 4.7(E), 4.7(F), 4.7(G), 4.9(F), 4.13(E), 4.13(F), 4.13(G), 4.5(A), 4.10(D), 4.10(F), 4.10(G), 4.13(B), 4.13(C), 4.1(B), 4.4(A)</td>
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<tr>
<td><strong>Concept #4: Researchers Prepare Their Research Project</strong></td>
<td>4.6(H), 4.7(B), 4.7(C), 4.7(D), 4.13(B), 4.13(A), 4.3(B), 4.6(B), 4.6(C), 4.6(D), 4.6(E), 4.6(G), 4.6(I), 4.7(A), 4.7(E), 4.7(F), 4.7(G), 4.9(F), 4.13(E), 4.13(F), 4.13(G), 4.13(H), 4.5(A), 4.10(D), 4.10(F), 4.10(G), 4.13(B), 4.13(C) 4.1(B), 4.4(A)</td>
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</table>

### Unit 7: Analyzing Fantasy Texts

Estimated Date Range: 04/14/20-05/28/20  
Estimated Time Frame: 32 days

**Unit Overview:**

In concept 1, *Readers Analyze the Characteristics of Fantasy Texts*, readers will participate in book clubs and analyze the characteristics of fantasy text.

In concept 2, *Readers Analyze Text and Support Their Thinking with Text Evidence*, students will make inferences and analyze elements of literary and informational text and support their thinking with text evidence.

**Big Ideas:**

- Readers support their thinking with text evidence.
Readers make text-to-text connections to link ideas and deepen understanding.

**Essential Questions**
- How do readers make support their analysis and inferences?
- How can readers deepen their understanding?

**Concepts within Unit #7**

<table>
<thead>
<tr>
<th>Concepts within Unit #7</th>
<th>TEKS</th>
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<tbody>
<tr>
<td><strong>Concept #1: Readers Analyze Fantasy Texts.</strong></td>
<td>4.6(F), 4.6(H), 4.7(B), 4.7(C), 4.7(D), 4.8(A), 4.8(B), 4.8(C), 4.10(A), 4.10(B), 4.10(C), 4.6(A), 4.6(B), 4.6(C), 4.6(D), 4.6(E), 4.6(G), 4.6(I), 4.7(A), 4.8(D), 4.10(D), 4.10(E), 4.10(F), 4.13(A), 4.13(B), 4.13(C), 4.5(A), 4.7(E), 4.7(F), 4.7(G), 4.1(A), 4.1(B), 4.1(C), 4.1(D), 4.4(A)</td>
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<tr>
<td><strong>Concept #2: Readers Analyze Text and Support Their Thinking With Text Evidence</strong></td>
<td>4.3(B), 4.8(A), 4.8(C), 4.8(B), 4.7(D), 4.9(D(i)), 4.9(D(ii)), 4.9D(III), 4.6(F), 4.6(H), 4.10(A), 4.10(B), 4.10(C), 4.10(G), 4.3(A), 4.5(A), 4.9(C), 4.10(E), 4.9(B), 4.10(D), 4.7(A), 4.3(C), 4.10(F), 4.6(A), 4.6(B), 4.6(C), 4.6(D), 4.6(E), 4.6(G), 4.6(I), 4.7(E), 4.7(F), 4.7(G), 4.1(A), 4.1(B), 4.1(C), 4.1(D), 4.4(A)</td>
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**Word Study**

Estimated Date Range: 3/16/20-5/28/20
Estimated Time Frame: 51 days

<table>
<thead>
<tr>
<th>Concepts within the Unit</th>
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<tr>
<td>Vocabulary</td>
<td>4.3(C), 4.10(D)</td>
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