4th Grade Reading Overview 2022-2023

This document is designed to provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. This document supports families in understanding the learning goals for the course, and how students will demonstrate what they know and are able to do. The overview offers suggestions or possibilities to reinforce learning at home.

Included at the end of this document, you will find:
- A glossary of curriculum components
- The content area instructional model
- Parent resources for this content area

To advance to a particular grading period, click on a link below.
- Grading Period 1
- Grading Period 2
- Grading Period 3
- Grading Period 4

At Home Connections
The following are suggestions for reinforcing literacy development at home. These ideas can be used throughout the school year. You will find additional ideas to reinforce learning at home within each unit below.
- Listen to your child read the books that are sent home from school
- Read books aloud to your child
- Talk about books together
- Go to the library
- Sing songs together
- Recite poetry together
- Talk with your child about a variety of topics
- Encourage your child to write for authentic purposes (such as writing a letter to family member, creating a grocery list, writing directions for how to do something)

Grading Period 1
Unit 1: Launching Reading Workshop
Estimated Date Range: 8/10/22-9/2/22
Estimated Time Frame: 18 days

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.

At home connections:
- Ask your child to share their writing about their reading.
- Engage your child in a conversation about favorite books, with each of you sharing your favorite books, genres, authors, etc.

Concepts within Unit #1 **Link to TEKS**	Competencies that will be graded in this unit	Success Criteria for this concept
Concept #1: Readers Have Strong Reading Habits 4.6 (I), 4.6 (B), 4.6 (C), 4.6 (D), 4.5(A)	RCompetency 1: Analysis of Literary Plots RCompetency 2: Characters and Theme in Literary Text	• Read independently
Concept #2: Readers Set Up the Notebook to Write About What They Read 4.6 (I), 4.7 (B), 4.7 (C), 4.6 (A), 4.6 (B), 4.6 (C), 4.6 (D), 4.5(A)	RCompetency 5: Response to Reading RCompetency 6: Analysis of Author's Craft	• Write down thinking while reading • Support thinking with text evidence
Concept #3: Readers Read, Talk, and Learn with Other Readers 4.1 (A), 4.1 (C), 4.1 (D) 4.6 (E), 4.7 (A), 4.5(A), 4.1 (B), 4.4(A)		• Engage in a conversation by listening, responding, and asking clarifying questions that move the conversation forward • Discuss my reading with others
Concept #4: Readers Identify the Different Characteristics of Traditional Literature 4.6 (A), 4.10 (A), 4.8 (A), 4.8 (C), 4.9 (A), 4.6 (E), 4.7 (A), 4.5(A)		• Identify different plot elements such as the conflict and resolution • Identify different types of traditional literature • Sequence events in plot

Unit 2: Fiction: Interpreting Characters to Infer Theme
Estimated Date Range: 9/6/22-10/7/22
Estimated Time Frame: 37 days (23 days in GP1 and 14 days in GP2)

Unit Overview:

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.

At home connections:
- Read fiction books with your child, discussing their favorite characters and what makes the character their favorite.
- After reading a fiction book, discuss what the theme (or lesson) was for the story.

Concepts within Unit #2 **Link to TEKS**	Competencies that will be graded in this unit	Success Criteria for this concept
Concept #1: Readers Use What They Know About the Structure of Fiction to Analyze the Text 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)	RCompetency 1: Analysis of Literary Plots RCompetency 2: Characters and Theme in Literary Text RCompetency 5: Response to Reading RCompetency 6: Analysis of Author's Craft	- Explain cause and effect relationships between events (example: What lead to the conflict?) - Explain how the setting impacts the plot - Sequence events in plot - Identify different plot elements such as the rising action, climax, falling action, conflict and resolution
Concept #2: Readers Analyze and Grow Theories About Characters in Order to Think Deeply About Them 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)		- Identify what the character says, does, thinks, and feels - Explain how and why the character changed throughout the story
Concept #3: Readers Understand that Stories and Characters Relate to Real Life 4.6(F), 4.6(H), 4.7(B), 4.7(C), 4.7(D), 4.8(A), 4.8 (C), 4.6(B), 4.6(C), 4.6(D), 4.6(E), 4.6(G), 4.6(I), 4.13(A), 4.13(B),		- Infer the theme of a story and support thinking with text evidence

4.13(C), 4.5(A), 4.7(E), 4.7(F), 4.7(G), 4.10(C), 4.10(F), 4.10 (A) 4.1(A), 4.1(B), 4.1(C), 4.1(D), 4.4(A)		
Concept #4: Readers Identify the Characteristics of Drama and Use Them to Gain a Deeper Meaning of the Author's Message 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)		- Explain how the setting impacts the plot - Identify what the character says, does, thinks, and feels - Explain how and why the character changed throughout the story - Infer the theme of a drama and support thinking with text evidence - Identify the elements of a drama, such as character tags, acts, scenes, and stage directions - Sequence events in plot - Identify different plot elements such as the rising action, climax, falling action, conflict and resolution - Explain cause and effect relationships between events (example: What lead to the conflict?)

Phonics and Word Study
Estimated Date Range: 08/10/22-10/7/22
Estimated Time Frame: 39 days (These standards are taught simultaneously with Units 1 and 2.)

Concepts within 1st Grading Period **Link to TEKS**	Success Criteria for this concept
Phonics 4.2A(i), 4.2A(ii), 4.2A(vi), 4.2A(iii), 4.2A(iv), 4.2A(v)	- Use knowledge of spelling patterns and rules to decode words - Use knowledge of syllables to decode words - Use knowledge of compound words, contractions, and abbreviations to decode words - Use knowledge of prefixes and suffixes to decode words - Read high-frequency words

Grading Period 2
Unit 2: Fiction: Interpreting Characters to Infer Theme (Continued)
Estimated Date Range: 10/11/22-10/28/22
Estimated Time Frame: 37 days (23 Days in GP1 and 14 Days in GP2)

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.

At home connections:
- Read fiction books with your child, discussing their favorite characters and what makes the character their favorite.
- After reading a fiction book, discuss what the theme (or lesson) was for the story.

Concepts within Unit #2 **Link to TEKS**	Competencies that will be graded in this unit	Success Criteria for this concept
Concept #1: Readers Use What They Know About the Structure of Fiction to Analyze the Text 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)	RCompetency 1: Analysis of Literary Plots RCompetency 2: Characters and Theme in Literary Text RCompetency 5: Response to Reading RCompetency 6: Analysis of Author's Craft	- Explain cause and effect relationships between events (example: What lead to the conflict?) - Explain how the setting impacts the plot - Sequence events in plot - Identify different plot elements such as the rising action, climax, falling action, conflict and resolution
Concept #2: Readers Analyze and Grow Theories About Characters in Order to Think Deeply About Them 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)		- Identify what the character says, does, thinks, and feels - Explain how and why the character changed throughout the story
Concept #3: Readers Understand that Stories and Characters Relate to Real Life 4.6(F), 4.6(H), 4.7(B), 4.7(C), 4.7(D), 4.8(A), 4.8 (C), 4.6(B), 4.6(C), 4.6(D), 4.6(E), 4.6(G), 4.6(I), 4.13(A), 4.13(B),		- Infer the theme of a story and support thinking with text evidence

4.13(C), 4.5(A), 4.7(E), 4.7(F), 4.7(G), 4.10(C), 4.10(F), 4.10 (A) 4.1(A), 4.1(B), 4.1(C), 4.1(D), 4.4(A)		
Concept #4: Readers Identify the Characteristics of Drama and Use Them to Gain a Deeper Meaning of the Author's Message 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)		• Identify the elements of a drama, such as character tags, acts, scenes, and stage directions • Sequence events in plot • Identify different plot elements such as the rising action, climax, falling action, conflict and resolution • Explain cause and effect relationships between events (example: What lead to the conflict?) • Explain how the setting impacts the plot • Identify what the character says, does, thinks, and feels • Explain how and why the character changed throughout the story • Infer the theme of a drama and support thinking with text evidence

Unit 3: Poetry: Analyzing Craft
Estimated Date Range: 11/1/22-11/18/22
Estimated Time Frame: 14 total 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.

At home connections:
- Ask your child to share some of their favorite poems with you.
- Read poems with your child, discussing poetic elements you notice such as rhymes and stanzas.
- Read a poem with your child and discuss how it makes you feel and what words from the poem made you feel that way.

Concepts within Unit #3 **Link to TEKS**	Competencies that will be graded in this unit	Success Criteria for this concept

| Concept #1: *Readers Identify a Poem's Form, Layout, and Language*

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), 4.5(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) | RCompetency 1: Analysis of Literary Plots

RCompetency 2: Characters and Theme in Literary Text

RCompetency 5: Response to Reading

RCompetency 6: Analysis of Author's Craft | • Identify structural elements such as stanzas and line breaks in poetry and explain how they impact the poem
• Identify sound devices such as alliteration and assonance in poetry and explain how they impact the poem
• Identify figurative language such as simile, metaphor, and personification and imagery in poetry and explain how they impact the poem |
| 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), 4.5(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) | | • Explain the author's purpose and message for writing a poem
• Explain how the author used structural elements, sound devices, and figurative language/imagery to achieve their purpose |

Unit 4: Reading to Learn—Determining Importance in Informational Text
Estimated Date Range: 11/28/22-12/16/22
Estimated Time Frame: 15 days

Unit Overview:

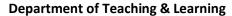In this unit, readers will read and analyze informational text.

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.

At home connections:
• Work with your child to create a list of topics they would like to learn about. Check out books from the library on these topics.
• Read informational books/articles with your child and take notes on important information learned from the book/article.

Concepts within Unit #4 **Link to TEKS**	Competencies that will be graded in this unit	Success Criteria for this concept
Concept #1: Readers Determine Importance When Reading Informational Text 4.6(F), 4.6 (H), 4.6(I), 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),	RCompetency 3: Central Idea and Details in Informational Texts RCompetency 5: Response to Reading	• Identify text features and explain how they impact the text • Infer the central idea and supporting details of the text

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)	RCompetency 6: Analysis of Author's Craft	
Phonics and Word Study Estimated Date Range:10/11/22-12/16/22 Estimated Time Frame: 43 days (These standards are taught simultaneously with Units 2, 3, and 4.)		
Concepts within 2nd Grading Period **Link to TEKS**	**Success Criteria for this concept**	
Phonics 4.2(A) (i) 4.2(A) (vi) 4.2(A) (ii) 4.2(A) (iii)	• Use knowledge of spelling patterns to decode words • Use knowledge of syllables to decode words • Read high-frequency words	
Vocabulary 4.3(A)	• Use a dictionary to determine the meaning of words	

Grading Period 3
Unit 5: Reading to Learn—Analyzing Informational Text
Estimated Date Range: 1/5/23-2/3/23
Estimated Time Frame: 21 days

Unit Overview:
In this unit, readers will continue to read and analyze informational text.

In Concept 1, *Readers Analyze Author's Craft when Reading Informational Text,* students will notice the author's text structure and infer the author's purpose. Students will analyze how the use of author's craft helps the author to achieve their purpose.

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.

At home connections:
- Work with your child to create a list of topics they would like to learn about. Check out books from the library on these topics.
- Read informational books/articles with your child and take notes on important information learned from the book/article.

Concepts within Unit #5 **Link to TEKS**	Competencies that will be graded in this unit	Success Criteria for this concept
Concept #1: Readers Analyze Author's Craft when Reading Informational Text 4.6(F), 4.6(I), 4.7(B), 4.7(C), 4.7(D),4.9D (i), 4.9D(ii), 4.9D(iii), 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), 4.13(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)	RCompetency 3: Central Idea and Details in Informational Texts RCompetency 4: Text Structure RCompetency 5: Response to Reading RCompetency 6: Analysis of Author's Craft	- Identify how the author organized the text (cause and effect, compare and contrast, etc.) - Infer the author's purpose for writing the text
Concept #2: Readers Summarize and Synthesize when Reading Informational Text 4.6(F), 4.6(H), 4.6(I), 4.7(B), 4.7(C), 4.7(D), 4.9D(i), 4.9D(ii), 4.9D (iii), 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), 4.13(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)		- Infer the central idea of an entire article or book - Summarize informational text, including the central idea and important details
Concept #3: Readers Understand Elements of Different Types of Informational Texts 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), 4.4(A)		- Identify the characteristics of literary nonfiction - Identify the text structure of a literary nonfiction text - Infer the theme and author's purpose of a literary nonfiction text

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Unit 6: Analyzing Texts Across Multiple Genres
Estimated Date Range: 02/6/23-02/24/23
Estimated Time Frame: 13 days

Unit Overview:

In Concept 1, *Readers Analyze the Characteristics of Fantasy Texts,* students will learn the characteristics of fantasy, focusing on the setting, characters, and conflict that makes the story fantasy. Students will also analyze word choice and theme in fantasy texts. Students will participate in fantasy book clubs throughout the unit, analyzing these elements at a deeper level.

In Concept 2, *Readers Analyze Text and Support Their Thinking with Text Evidence,* students will read all genres of texts. In this concept, teachers will deepen students' understanding of text and review areas of need based on data.   Students will make inferences and analyze elements of literary and informational text and support their thinking with text evidence. Readers will make text-to-text connections to deepen their understanding of texts. Students will continue to build on their learning and analysis of texts, as they make text-to-text connections between and across genres.

At home connections:
* Read several books on the same topic. Discuss ideas that are similar and different in the texts.
* As you read books at home, notice how authors use text features, illustrations and word choice to achieve their purpose.

Concepts Within Unit #6 [Link to TEKS]	Competencies that will be graded in this unit	Success Criteria for this concept
Concept #1: Readers Analyze Characteristics of Realistic Fiction 4.6(F), 4.6(H), 4.7(B), 4.7(C), 4.7(D), 4.8(A), 4.8(B), 4.8(C), 4.9D(i), 4.9D(ii),4.9D(iii), 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), 4.9(A), 4.9(B), 4.9(C), 4.9E(i), 4.9E(ii), 4.9E(iii), 4.9(F), 4.10(D), 4.10(E), 4.10(F), 4.13(A), 4.13(B), 4.13(C), 4.5(A), 4.3(A), 4.9(B), 4.3(C), 4.7(E), 4.7(F), 4.7(G), 4.1(A), 4.1(B), 4.1(C), 4.1(D), 4.4(A)	RCompetency 1: Analysis of Literary Plots RCompetency 2: Characters and Theme in Literary Text RCompetency 3: Central Idea and Details in Informational Texts RCompetency 4: Text Structure RCompetency 5: Response to Reading RCompetency 6: Analysis of Author's Craft	• Identify what the character says, does, thinks, and feels • Explain how and why the character changed throughout the story • Infer the theme of a story and support thinking with text evidence • Sequence events in plot • Identify different plot elements such as the rising action, climax, falling action, conflict and resolution • Explain cause and effect relationships between events (example: What lead to the conflict?) • Explain how the setting impacts the plot
Concept #2: Readers Compare and Contrast Ideas Within and Across Texts 4.3(B), 4.8(A), 4.8(C), 4.8(B), 4.7(D), 4.9D(i), 4.9D(ii),		• Analyze the words the author used and explain their impact on the text

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(A), 4.9(C), 4.9E(i), 4.9E(ii), 4.9E(iii), 4.9(F), 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), 4.13(A), 4.13(B), 4.13(C), 4.7(E), 4.7(F), 4.7(G), 4.1(A), 4.1 (B), 4.1(C), 4.1(D), 4.4(A)		• Identify the text features the author used and explain their impact on the text • Summarize texts • Infer the author's purpose for writing texts • Explain how the author organized the text

Unit 7: Argumentative Text
Estimated Date Range: 02/27/23-03/10/23
Estimated Time Frame: 20 days (10 Days in GP3 and 10 Days in GP4)

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.

At home connections:
- Work with your child to create a list of topics they would like to learn about. Check out books from the library on these topics.
- Read informational books/articles with your child and take notes on important information learned from the book/article.

Concepts within Unit #7 **Link to TEKS**	Competencies that will be graded in this unit	Success Criteria for this concept
Concept #1: Readers Understand the Characteristics of Argumentative Text 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)	RCompetency 3: Central Idea and Details in Informational Texts RCompetency 4: Text Structure RCompetency 5: Response to Reading RCompetency 6: Analysis of Author's Craft	• Identify how the author used facts for an argument • Identify the claim of argumentative text • Identify the intended audience in argumentative text
Concept #2: Readers Evaluate Argumentative Text 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)		• Explain how the author supported their claim in argumentative texts

Phonics and Word Study	
Estimated Date Range: 1/5/23-3/10/23	
Estimated Time Frame: 44 days (These standards are taught simultaneously with Units 5, 6 and 7)	
Concepts within 3rd Grading Period **Link to TEKS**	**Success Criteria for this concept**
Phonics 4.2A(ii), 4.2A(iv), 4.2A(v)	• Use knowledge of syllables to decode words • Use knowledge of prefixes and suffixes to decode words
Vocabulary 4.3(B), 4.3(C), 4.3(D)	• Use context clues within a text to determine the meaning of unfamiliar words • Use knowledge of prefixes and suffixes to determine the meaning of unknown words

Grading Period 4
Unit 7: Argumentative Text (Continued)
Estimated Date Range: 03/20/23-03/31/23
Estimated Time Frame: 20 days (10 Days in GP3 and 10 Days in GP4)

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.

At home connections:
- Work with your child to create a list of topics they would like to learn about. Check out books from the library on these topics.
- Read informational books/articles with your child and take notes on important information learned from the book/article.

Concepts within Unit #7 **Link to TEKS**	**Competencies that will be graded in this unit**	**Success Criteria for this concept**
Concept #1: Readers Understand the Characteristics of Argumentative Text 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)	RCompetency 3: Central Idea and Details in Informational Texts RCompetency 4: Text Structure RCompetency 5: Response to Reading RCompetency 6: Analysis of Author's Craft	• Identify how the author used facts for an argument • Identify the claim of argumentative text • Identify the intended audience in argumentative text
Concept #2: Readers Evaluate Argumentative Text 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),		• Explain how the author supported their claim in argumentative texts

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)		

Unit 8: Grit and Perseverance: Reading and Writing Across Genres
Estimated Date Range: 04/03/23—04/21/23
Estimated Time Frame: 13 days

Unit Overview:

In Concept 1, *Readers Analyze Text and Support Their Thinking with Text Evidence,* students will read all genres of texts. In this concept, teachers will deepen students' understanding of text and review areas of need based on data. Students will make inferences and analyze elements of literary and informational text and support their thinking with text evidence. Readers will make text-to-text connections to deepen their understanding of texts. Students will continue to build on their learning and analysis of texts, as they make text-to-text connections between and across genres.

At home connections:
- Read several books on the same topic. Discuss ideas that are similar and different in the texts.
- As you read books at home, notice how authors use text features, illustrations, and word choice to achieve their purpose.

Concepts within Unit #8 **Link to TEKS**	Competencies that will be graded in this unit	Success Criteria for this concept
Concept #1: Readers Analyze Text and Support Their Thinking with Text Evidence 3.3(C), 3.3(B), 3.8(A), 3.8(B), 3.8(C), 3.9D(i), 3.9D(ii), 3.9D(iii), 3.6(F), 3.6(H), 3.7(D), 3.10(A), 3.10(C), 3.3(D), 3.9(A), 3.9(B), 3.6(A), 3.6(B), 3.6(C), 3.6(D), 3.6(E), 3.6(G), 3.6(I), 3.10(D), 3.10(E), 3.10(F), 3.10(G), 3.1(A), 3.1(B), 3.1(C), 3.1(D), 3.(E)	RCompetency 1: Analysis of Literary Plots RCompetency 2: Characters and Theme in Literary Text RCompetency 3: Central Idea and Details in Informational Texts RCompetency 4: Text Structure RCompetency 5: Response to Reading RCompetency 6: Analysis of Author's Craft	• Identify the text features the author used and explain their impact on the text • Examine and analyze craft choices the author makes • Summarize texts • Infer the author's purpose for writing texts • Explain how the author organized the text • Analyze the words the author used and explain their impact on the text

Unit 9: Inquiry Clubs
Estimated Date Range: 4/24/23-5/25/23
Estimated Time Frame: 24 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 home connections:
- Work with your child to create a list of topics they would like to learn about. Check out books from the library on these topics.
- Read informational books/articles with your child and take notes on important information learned from the book/article.

Concepts within Unit #9 **Link to TEKS**	Competencies that will be graded in this unit	Success Criteria for this concept
Concept #1: Researchers Select and Narrow a Research Topic 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), 4.1(B), 4.4(A)	RCompetency 3: Central Idea and Details in Informational Texts RCompetency 4: Text Structure RCompetency 5: Response to Reading RCompetency 6: Analysis of Author's Craft	• Identify a topic for research
Concept #2: Researchers Take Notes as They Read 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 (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), 4.1(B), 4.4(A)		• Take notes by paraphrasing what was read • Identify primary and secondary sources • Gather research from a variety of sources
Concept #3: Researchers Plan Their Research Project 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(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), 4.5(A), 4.10(D), 4.10(F), 4.10(G), 4.13(B), 4.13(C), 4.1(B), 4.4(A)		• Identify a purpose for the research project • Plan out the research project
Concept #4: Researchers Prepare Their Research Project 4.6(H), 4.7(B), 4.7(C), 4.7(D), 4.13(B), 4.1(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)		• Create research project using notes from research • Cite sources used for research • Present the research project to others by speaking clearly and maintaining eye contact

Phonics and Word Study
Estimated Date Range: 3/20/23-5/25/23
Estimated Time Frame: 47 days (These standards are taught simultaneously with Units 7, 8, and 9.)

Concepts within 4ᵗʰ Grading Period **Link to TEKS**	Success Criteria for this concept
Vocabulary 4.3(C), 4.10(D), 4.3 (D)	• Use knowledge of prefixes and suffixes to determine the meaning of unknown words

Glossary of Curriculum Components

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.

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

Success Criteria—a description of what it looks like to be successful in this concept.

Parent Resources

The following resources provide parents with ideas to support students' understanding. For sites that are password protected, your child will receive log-in information through their campus.

Resource	How it supports parent and students
Britannica School	This is an information resource for elementary students. It has encyclopedia articles, multimedia, primary sources, games, and other learning resources that support student learning.
TumbleBook Library	This online resource provides e-books with audio.
How to Help a Child Choose a Book	This online resource provides tips on how to help your child choose a book.
How to Encourage Higher Order Thinking	This online resource provides tips on how to help your child choose a book.
How to Help Expand Your Child's Vocabulary	This online resource provides tips on how to help your child expand their vocabulary.
Children's Books and Authors	This website contains resources to help your child find books and get excited about reading.

Instructional Model

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

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.