

	Unit 1	Unit 2		Unit 3		Unit 4		Unit 5			Unit 6		Unit 7	Unit 8
	3 Weeks	5 Weeks		5 Weeks		5 Weeks		6 Weeks			5 Weeks		3 Weeks	5 Weeks
Big Idea	Coming together as a community of readers, writers, and thinkers.	Reading to Discuss and Explain the Author's Purpose and Message Within A text and to Apply Those Craft Moves in Our Writing TEKS 3.10A		Reading to Explain How Text Structure Contributes to the Author's Purpose and to Apply Those Craft Moves in Our Writing TEKS 3.10B		Reading to Describe How the Author's Use of Imagery, Language, and Sound Devices Contributes to the Author's Purpose and to Apply Those Craft Moves in Our Writing TEKS 3.10D*		Reading to Explain How the Use of Print and Graphic Features Allow the Author to Achieve a Specific Purpose and to Apply Those Craft Moves in Our Writing TEKS 3.10C*			Reading to Explain and Discuss How the Author's Use of Language Contributes to Voice TEKS 3.10F		Reading and Writing in the Testing Genre All TEKS	Reading to Identify and Explain the Use of Hyperbole TEKS 3.10G
Reading	<p>Launching Readers' Workshop: Students explore their reading identity and build literate lives. Students choose texts based on their purpose for reading. Students apply strategies for monitoring comprehension, ask questions before, during, and after reading, and make connections to texts. Students show their understanding of text by retelling and/or paraphrasing texts. Students learn how to record information and responses into a Reader's Notebook.</p>	<p>Literary Genre Study: Traditional Lit – Fables: Students will deep dive into an exploration of fables, a traditional type of short morality tale featuring characters and events that could not exist in the real world. Students will read, respond, and discuss their understanding of fable fiction by employing previously learned reading comprehension strategies. Through exposure to rich texts, students recognize the essential literary elements of the genre and explore the relationships among major and minor characters, the plot elements (sequence of events, conflict, resolution), and the influence of setting on the plot. They use these literary elements, as well as text evidence, to support their inferences, identify theme(s), and retell texts. Students also carefully examine fables for author's purpose and craft, including the use of literary language and devices. Students study how authors use imagery, figurative language, sound devices, and point of view to establish voice, engage the reader, and enhance the message being conveyed.</p>	<p>Expository Author's Purpose and Message: Students identify the author's purpose and message across a variety of texts. Students examine these texts to determine how the purpose and message was achieved. By studying these texts for purpose and message, students can apply their knowledge to their own writing. Students also continue to use prior knowledge to make connections and generate questions to monitor and improve comprehension.</p>	<p>Literary Genre Study: Narrative Nonfiction: Students read and interact with a variety of narrative nonfiction texts. Students examine author's purpose, audience, genre characteristics, and author's craft to develop a deeper understanding of this genre. This includes recognizing central ideas, text/print and graphic features, and organizational patterns such as cause and effect, compare-contrast, chronological order, and problem-solution, to facilitate and increase comprehension of texts. Students respond to and interact with texts, including summarizing and paraphrasing texts as part of the comprehension process.</p>	<p>Expository Author's Purpose: structure & organization: Students examine the way in which authors organize and present information within a text based on their purpose and message. By identifying text/print and graphic features, students make predictions about the writer's intentions. Students look for evidence that reveals the text structure and organization and explains how the text structure/organization contributes and supports the author's purpose. Students also evaluate details and key ideas as well as ask questions and make connections to increase comprehension. Students demonstrate their understanding by annotating texts and discussing ideas that include supportive text evidence and use newly learned vocabulary.</p>	<p>Literary Drama: Students read, respond to/write about, and discuss multiple dramatic texts while employing strategies to support comprehension such as interacting with the text through annotating and notetaking. Students explore and discuss the elements of drama, including characters, dialogue, setting, acts, scenes, stage directions, etc. Students also examine literary elements (e.g., theme, character, plot, setting, etc.) and devices (e.g., point of view, imagery, figurative language, etc.) as well as author's purpose and craft. Students also utilize text evidence to support their ideas and inferences.</p>	<p>Literary Poetry: Students read and interact with poetry across a variety of poetic forms. Students explain author's purpose, audience, genre characteristics, and analyze the author's craft in order to interpret and comprehend many different poems, including inferring theme. Students also explain the poet's use of sound devices such as onomatopoeia and figurative language such as simile to achieve specific purposes, including to create images. Students explain the use of structural elements such as lines, stanzas, rhyme, and rhyme scheme. Students continue to utilize text evidence to support their inferences and comprehension.</p>	<p>Expository Argument and Opinion: Students read and interact with a variety of argumentative texts. Students recognize characteristics/structures of argumentative text, including the author's claim/position on a topic/issue, distinguishing facts from opinions, and identifying the author's intended audience. Students also analyze the author's craft in developing argumentative text including the use of persuasive devices and techniques. Students also use the research process to seek information, ideas, and perspectives on a particular topic/issue in order to formulate their own position on the topic/issue.</p>	<p>Expository Informational: Students read and interact with a variety of non-narrative, informational texts, including multimodal and digital texts. Students examine author's purpose, audience, genre characteristics, and author's craft to develop a deeper understanding of this genre. This includes recognizing central ideas, text/print and graphic features, and organizational patterns to facilitate and increase comprehension. Students respond to and interact with texts, including summarizing and paraphrasing texts as part of the comprehension process. Students apply their knowledge of informational texts as they conduct brief research regarding an informational topic. Students engage in the research process by reading a variety of digital and print sources to gather and synthesize information in order to learn about a topic.</p>	<p>Expository Inquiry and Research: Students engage in inquiry and research. Students generate questions for inquiry as they develop and follow their research plan. For the purpose of research, students identify and gather relevant primary and secondary sources which they will cite appropriately through a works cited page. Through this process, students demonstrate an understanding of information as they answer their generated questions of inquiry. Additionally, students continue to incorporate ongoing reading strategies when necessary in order to improve comprehension.</p>	<p>Literary Fiction Focus: Genre Study - Fairy Tales: Students deep dive into an exploration of fairy tales, a traditional tale that emphasizes magic and the supernatural. Students read, interact with, respond to/write about, and discuss various fairy tales, examining these traditional stories for not only the literary elements of theme, character, setting, and plot, but also for their unique genre characteristics. Students flexibly use their comprehension strategies to understand and compare common fairy tales across different cultures and origins.</p>	<p>Across Genres Author's Purpose: Language and Word Choice: Students examine multiple texts, focusing on the author's use of language, including imagery, figurative language, and sound devices. Students explore how the author's use of language contributes to voice. Students describe how language and voice supports the author's purpose and message. Students also interpret the words and phrases used by the author in order to help them create mental images that improve understanding. Students continue to practice other comprehension strategies (e.g., asking questions, inferring, making connections etc.) while analyzing the impact of specific word choices on meaning.</p>	<p>Reading and Writing in the Testing Genre: Students will focus on identifying the genre type for each passage and will draw upon what they have learned about that genre. They will learn that when reading in the testing genre readers, identify the genre of each passage, read the passage closely to determine the purpose and big idea of the passage, pay extra attention to any graphical or nonstandard print in each passage to determine if the images extend an idea from the passage or if they present additional information, finally students will read questions closely ascertain what each question is asking before returning to the passage to find the answer to each question and tagging the text evidence to support that answer.</p>	<p>Literary Fiction Focus Genre Study Mystery: Students will dive into an exploration of mystery, including identifying clues, suspects, red herring(s), and foreshadowing. Students will also examine character development, exploring character motivations and relationships. Through inquiry-based genre study, students will read, respond, and discuss their understanding of mystery fiction by employing previously learned reading comprehension strategies, while exploring the genre-specific plot structure (crime - investigation - solution) and special features (red herrings, special character types, clues, etc.) of mystery. Through exposure to rich texts, students recognize the essential literary elements of the genre and explore the relationships among major and minor characters, the plot elements, and the influence of setting on the plot. They use these literary elements, as well as text evidence, to support their inferences, identify theme(s), and retell texts. Students also carefully examine mysteries for author's purpose and craft, including the use of literary language and devices. Students study how authors use imagery, figurative language, sound devices, and point of view to establish voice and engage the reader.</p>

* All Texas Essential Knowledge and Skills (TEKS) are embedded and spiraled across each unit throughout the year.								
Word	Decoding TEKS: 3.2Ai, ii, iv		Decoding TEKS: 3.2Aii, iv, v, vi		Decoding TEKS: 3.2Ai, ii, iv, vi		Decoding TEKS: 3.2Ai, ii	
	Encoding TEKS: 3.2Bi, v		Encoding TEKS: 3.2Bi, vi, vii		Encoding TEKS: 3.2Bi, vii, iv		Encoding TEKS: 3.2Bi, iv	
Writing	<p>Launching Writers' Workshop- in this unit, students will practice a writer's workshop's procedure and routines while developing their writer's notebook. Students will learn how to live like writers in the pages of their writers' notebooks. They will focus on generating lists and ideas, writing entries, and trying out new moves as writers, all in the pages of their notebooks. Students should be adding lists and drafts to their notebooks daily during this unit.</p>	<p>Crafting Engaging True Stories: Students will move from the entries and ideas in their notebooks onto the pages of drafts in this unit. They will understand how writers move between the notebook and drafting as they plan, write, and revise personal narratives. Students will focus on using all they have learned about the author's purpose and message in reading to add this critical component to their writing. Students will choose one personal narrative to revise, edit, and publish.</p>	<p>The Art of Information Writing: In this unit, students will compose expository texts around topics, passions, and interests they choose. They will write to develop lively, voice-filled, engaging informational books about topics of expertise. Students will focus on using all that they have learned about how text structure contributes to the author's purpose in reading and add this critical component to their writing. Each student will publish a book by the end of the unit, and the books will be shared in the classroom library.</p>	<p>The Power of Poetry – Students will explore how language, imagery, and sound devices can create powerful poems in this unit. They will compose multiple poems in their chosen style, highlighting their understanding of these craft moves they have been learning about in reading. The focus of this unit isn't on writing a specific type of poem but rather on lifting the level of the poems that students write. When given the freedom to write in their choice of formats, students can focus their energy on the intentional use of poetic devices within the poems that they write. Students will publish a collection of poetry, or poetry anthology, as the final product of this unit. These collections could be shared in the classroom library.</p>	<p>Reading to Learn and Writing to Teach: Students will explore broad topics of personal interest and passion in this unit. Their goal will be to become an expert on their chosen subject to teach their readers about the topic. This unit will ask them to try out sophisticated ways to use print and graphic features and multi-modal avenues of publication. Students can choose to share their writing through a Google Slideshow, an Infographic, or video. Students will focus on using all they have learned about how print and graphic features contribute to the author's purpose in reading and add this critical component to their writing.</p>	<p>Once Upon A Time, But It Didn't Happen the Way You Think... In this unit, students will read many fairy tales and notice how authors change an element of the plot when they write a different version of a well-known fairy tale. Students will choose one fairy tale from the original stories they have read by making purposeful changes to the plot resulting in a new "fractured" fairy tale. Students will take their fractured tale through the writing process, paying particular attention to word choice when revising. Students will publish and share their final "fractured" fairy tales.</p>	<p>Raising the Quality of Readers' Response In this unit, students will build on all they have learned thus far as they strive to write readers' responses in the testing genre. Students will learn to read a passage closely, paying attention to the author's craft. They will then respond to a prompt asking them to identify and discuss the author's craft move. This is an abbreviated literary essay or an elaborated short answer response. Students will practice writing these types of on-demand responses a minimum of three times during this unit.</p>	<p>Building a Mystery: Students will apply all they have learned about narrative writing and the mystery genre to write original mystery stories. Students will focus on problem and resolution as they craft engaging mysteries through carefully crafted rising action. Students will move through the entire writing process during this unit culminating in the publication of an original mystery.</p>
Grammar	<p>Verbs and Nouns TEKS 3.11ii, 3.11iii</p>	<p>Complete Sentences TEKS 3.11i</p>	<p>Adjectives and Adverbs TEKS 3.11iv, 3.11v</p>	<p>Punctuation TEKS 3.11x</p>	<p>Conjunctions TEKS 3.11viii</p>	<p>Prepositions and Pronouns TEKS 3.11vii</p>	<p>Capitalization TEKS 3.11ix</p>	<p>Year-End Application Review All TEKS covered this year</p>