

	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	4 Weeks						
Big Idea	Coming Together to Create a Community of Readers and Writers	Reading Across Genres to Understand the Explain the Author's Purpose and Message Within A Text and to Apply Similar Craft Moves to Our Personal Narratives TEKS 4.10A	Reading Across Genres to Understand and Explain How the Author's Use of Text Structure and Organization Contributes to the Author's Purpose and to Apply Similar Craft Moves to Our Expository Essays TEKS 4.10(B)*	Reading Across Genres to Understand How the Author's Use of Imagery, Literal & Figurative Language, & Sound Devices Help Them to Achieve a Specific Purpose, and to Apply Similar Craft Moves as We Write Poetry TEKS 4.10(D)	Reading Across Genres to Understand Analyze the Author's Use of Print and Graphic Features to Achieve Specific Purposes. TEKS 4.10C*	Reading Across Genres to Understand How the Author's Use of Language and Word Choice Contributes to Voice and to Apply Similar Craft Moves to Our Writing TEKS 4.10(F)	Reading and Writing in the Testing Genre All TEKS	Reading Across Genres to Understand, Explain the Use of Anecdote. TEKS 4.10G						
Reading	<p>Launching Readers' Workshop: Students self-select text based on interest, purpose, and readability. Students reflect on how their choices, behaviors, and preferences impact their growth as readers. By establishing a classroom culture that celebrates independent reading over sustained periods of time, students learn to set goals and work towards increased stamina. As they monitor their comprehension, students practice asking questions and making personal connections. They discuss ideas in text and reflect to make meaning. Students learn the expectations for and different ways of responding to reading through written responses and for using text evidence to support the ideas in their responses. Students learn how to record information and responses into a Reader's Notebook.</p>	<p>Literary Genre Study: Traditional Literature: Folktales and Tall Tales: Students will deep dive into an exploration of folktales, including modern rewritings and representing multiple cultures. Students will read, respond, and discuss their understanding of folktales by employing previously learned reading comprehension strategies. Through exposure to rich, multicultural texts, students recognize the essential literary elements of the fiction genre, including interactions and changes among characters, the plot arc, and the impact the setting can have on the story. They use these literary elements, as well as text evidence to support their inferences, identify theme, and summarize texts. Students also carefully examine fictional texts for author's purpose and craft, including the use of literary language and devices. Students study how author's use imagery, figurative language, sound devices, and point of view to establish voice, engage the reader, and enhance the message being conveyed.</p>	<p>Across Genres Author's Purpose: Purpose & message: Students examine how authors compose texts to deliver a variety of messages for a variety of purposes. Students learn how to interpret the techniques that authors use in their craft to deliver their message and how that message is received and impacts the reader. Students establish a purpose for reading, generate questions as they read, and monitor comprehension. Students learn to annotate a text and find text evidence to support their understanding.</p>	<p>Narrative Nonfiction Genre Study: Biography: Students read and interact with a variety of biographical texts, including multimodal and digital texts. Students examine author's purpose, audience, genre characteristics, and author's craft to develop a deeper understanding of genre. This includes recognizing central ideas, text/print and graphic features, and organizational patterns. 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 on a subject with the purpose of writing a biographical text. 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 said person.</p>	<p>Across Genres (expository) Author's Purpose: structure & organization: Students read and interact with a variety of informational texts, including multimodal and digital texts. Students examine 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. Students respond to and interact with texts, including summarizing and paraphrasing texts as part of the comprehension process.</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 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 alliteration and assonance and figurative language such as simile, metaphor, and personification to achieve specific purposes, including to create images. 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 and structures of argumentative text, including identifying the author's claim/position on a topic/issue, explaining how the author uses supporting evidence, and identifying the author's intended audience. Students also analyze author's craft in developing argumentative text including the use of persuasive devices and techniques such as anecdotes. Students use the research process to find information that supports their own position on a particular topic/issue. Students present their supporting evidence as they orally debate their classmates on a particular topic/issue.</p>	<p>Expository Informational and Expository: 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. 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: Contemporary Realistic Fiction: Students access a variety of fictional texts. They read, respond, and discuss their understanding of text by employing previously learned reading strategies that support comprehension. Through exposure to rich fictional texts, students recognize the essential literary elements of the fiction genre, including interactions and changes among characters, the plot arc (rising action, climax, falling action and resolution), and the impact the setting can have on the story. They use these literary elements, as well as text evidence to support their inferences, identify theme, and summarize texts. Students also carefully examine fictional texts for author's purpose and craft, including the use of literary language and devices. Students study how author's use imagery, figurative language, sound devices, and point of view to establish voice, engage the reader, and enhance the message being conveyed.</p>	<p>Across Genres: Author's Purpose: Language and Word Choice: Students survey and examine multiple genres of text, focusing on the author's use of language and devices, including imagery, figurative language, and sound devices. Students discuss how the language used in text contributes to the author's voice. Students describe how the language and voice supports the author's purpose and message. Students interpret the words and phrases the author selected 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</p>	<p>Students will Read and Write 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 Genre Study: Low Fantasy: Students will deep dive into an exploration of low fantasy, including animal stories and stories that take place in the real world but involve unreal elements. Students will engage with taking animals, toys, and dolls, explore elements of magic, and analyze the conflicts between good and evil. Students will read, respond, and discuss their understanding of fantasy by employing previously learned reading comprehension strategies. Through exposure to rich, multicultural texts, students recognize the essential literary elements of the fiction genre, including interactions and changes among characters, the plot arc (rising action, climax, falling action and resolution), and the impact the setting can have on the story. They use these literary elements, as well as text evidence, to support their inferences, identify themes, and summarize texts. Students also carefully examine fantasy texts for author's purpose and craft, including the use of literary language and devices. Students study how author's use imagery, figurative language, sound devices, and point of view to establish voice, engage the reader, and enhance the message being conveyed.</p>

												choices on meaning.			
* All Texas Essential Knowledge and Skills (TEKS) are embedded and spiraled across each unit throughout the year.															
Word Work	Decoding TEKS 4.2Avi read high-frequency words from a research-based list	Decoding TEKS 4.2Aii open/closed, Vce	Encoding TEKS 4.2Bi open/closed, Vce	Decoding TEKS 4.2Aii vowel teams, diagraph(s) & diphthongs	Encoding TEKS 4.2Bi vowel teams, diagraph(s) & diphthongs	Decoding TEKS 4.2Aii r-controlled & final stable syllable	Encoding TEKS 4.2Bi r-controlled & final stable syllable	Decoding TEKS 4.2Aiii advanced syllable division pattern such as VV	Encoding TEKS 4.2Biv advanced syllable division patterns	Decoding TEKS 4.2iv Decoding using knowledge of prefixes	Encoding TEKS 4.2Bv Spelling using knowledge of prefixes	Decoding TEKS 4.2Av knowledge of suffixes, including how they change base words	Encoding TEKS 4.2Bvi knowledge of suffixes, including how they change base words	Decoding TEKS 4.3C meaning of affixes	Encoding TEKS 4.2Bii Spelling Homophones
Writing	Launching Writers' Workshop – In this unit, students will dive deeper into the work of living a writer's life inside the pages of a writer's notebook. They will review the procedures and routines of the workshop as they focus on daily time to write. Students should be adding lists and drafts to their notebooks daily during this unit.	Compose Personal Narratives: In this unit, students will build on what they know about personal narratives and learn to elaborate more. Students will learn that narrative writers use detail and description, grounding their writing in their message with specificity and elaboration. Writers are expected to use various narrative techniques to develop the characters in their personal narratives, make their message clear to the reader, and grow in their ability to manage the pacing of events. Students will move through the entire writing process, ultimately publishing a piece by the end of the unit.		Craft Moves Matter – In this unit, students will write drafts in the genre of their choice. The unit's focus will be on the author's craft, specifically text structure and organization. Students will apply the skills they learn in these lessons to the drafts they write during this unit. Students should write in various genres during this unit as they strive to create multiple drafts. Toward the end of the unit, students will choose one draft to revise for each craft move. This piece will be edited and published.		Poems Pack a Punch – During this unit, students will write poems in the style of their choice. The focus will be on creating emotion and connection through the skilled use of language and poetic devices. 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.		This I Believe – In this unit, students will choose a current event, topic, or issue that holds personal significance for them. Students will spend time reflecting on why this issue is important to them and will develop a personal belief statement about this issue. Students will also spend time reading expository articles and books about this topic and, in doing so, will deepen their understanding of the topic. Students will learn various strategies for collecting and organizing evidence to support their claim. Finally, students will craft an argumentative/opinion essay in which they share what they believe and why. Students should strive to publish this essay by the end of the unit.		Minds Made for Story – In this unit, students will focus on bringing a writerly consciousness to the literary texts they are reading and using the same craft moves they see published authors make. As they write their fiction stories, they will focus on crafting a story arc that clarifies their stories' rising and falling action. Students will accomplish this by really focusing on characters' needs and motivations. The goal is to draft one or two complete stories and then choose one to take through the writing process to publication.		Raising the Level of Readers' Response - In this unit, students will build on all that they have learned thus far as they write readers' responses in the testing genre. Students will learn to read a passage closely, pay attention to the author's craft, and 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.		Magic Is All Around Us, Writing Low Fantasy – Students will apply all that they know about writing narrative fiction to the fantasy genre in this unit. Writers will decide if they will ground their story in the real world with elements of magic or instead create an entirely new and magical world in which to set their tale. Students will focus on the impact of their setting and character motivations on the plot of their stories. The final versions of these stories will be published and shared with the classroom community.	
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Grammar	Verbs and Nouns TEKS 4.11Dii 4.11Diii	Complete Sentences TEKS 4.11Di		Adjectives and Adverbs TEKS 4.11Div 4.11Dv		Punctuation TEKS 4.11Dx		Conjunctions TEKS 4.11Dviii		Prepositions and Pronouns TEKS 4.11Dvi, 4.11Dvii		Capitalization TEKS 4.11Dix	Year-End Application Review All Covered TEKS		