

Fourth Grade 2nd 9 Weeks Reading and Writing Across Genres		
	Reading	Writing
Unit Overview	Students will use increasingly complex reading strategies in order to comprehend a variety of expository and narrative texts.	Students will continue to build and deepen a personal writing life by recursively applying the writing process to craft narrative and expository texts.
Concept	Communication	Communication
Unit Essential Questions	<ul style="list-style-type: none"> ● How do authors communicate? ● What makes communication effective? ● Why is effective communication important? 	<ul style="list-style-type: none"> ● How do authors communicate? ● What makes communication effective? ● Why is effective communication important?
Generalizations	<p>Students will understand that:</p> <ul style="list-style-type: none"> ● Communication comes in various forms. ● Authors are intentional in how they choose to communicate. ● Communication is in various ways. ● We learn to read, write, listen and speak so that we can communicate effectively. 	<p>Students will understand that:</p> <ul style="list-style-type: none"> ● Communication comes in various forms. ● Authors are intentional in how they choose to communicate. ● Communication is achieved in various ways. ● We learn to read, write, listen and speak so that we can communicate effectively.

	Narrative and Expository Reading	Narrative and Expository Writing
<p>Learning Targets (Introduced this 9 Weeks)</p> <p>Figure 19 Reading/Comprehension Skills.</p> <p>Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers.</p> <p>TEKS Matrix</p>	<p>Reading Focus</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> ● make inferences about narrative and expository texts ● summarize information in proper sequence ● make connections between fiction and informational texts ● explain the lesson or theme of a text ● compare and contrast the exploits of literary tricksters ● understand, infer and draw conclusions about the structure of literary nonfiction, using text evidence to support their ideas ● explain the difference between stated and implied purpose for an expository text ● analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding ● summarize the main idea and supporting details of a text ● describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison ● use text features to locate information and gain an overview of the author's message ● determine sequence of events needed to carry out a procedure ● read and analyze factual information that is presented in symbolic form (charts, diagrams, etc.) <p>Vocabulary Focus</p> <ul style="list-style-type: none"> ● use context clues to determine the meaning of unknown words <p>Fluency Expectations</p> <p>Click here for FPA Grade Level Expectations</p>	<p>Expository</p> <p>The student is expected to:</p> <p>Craft Writing</p> <ul style="list-style-type: none"> ● create brief expository compositions using multiple sources that begin with meaningful leads, establishes a central idea in a topic sentence, includes supporting sentences with simple facts, details, and explanations, and contains a concluding statement ● use transition words to make a piece of writing cohere ● write responses to literary or expository texts and provide evidence from the text to demonstrate understanding <p>Edit Writing</p> <ul style="list-style-type: none"> ● use prepositions and prepositional phrases to convey location, time, direction, or to provide details ● reflexive pronouns (e.g., myself, ourselves) ● correlative conjunctions (e.g., either/or, neither/nor) ● use time-order transition words and transitions that indicate a conclusion ● Recognize and use punctuation marks including <ul style="list-style-type: none"> ○ Commas in compound sentence ○ Quotation marks ● Capitalize <ul style="list-style-type: none"> ○ Historical events and documents ○ Titles of books, stories, and essays ○ Languages, races, nationalities

	<p>No listening and speaking TEKS are introduced during this unit.</p>	<p>Spelling Focus Students are expected to correctly spell</p> <ul style="list-style-type: none"> ● irregular plurals (e.g., man/men, foot/feet, child/children) ● double consonants in middle of words ● other ways to spell sh (e.g., -sion, -tion, -cian) ● silent letters (e.g., knee, wring) ● write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns <p>Click Here for HPISD Literacy Document</p>
<p>Formative Assessments (FOR learning)</p>	<p>Click here for HPISD Elementary ELA assessments. Fountas and Pinnell Benchmark Assessment Written and oral reading responses Teacher Observations Reading Conferences</p>	<p>Writer's Notebook Writing Conferences Written and Oral Responses</p>
<p>Summative Assessments (OF learning)</p>	<p>Teacher Discretion</p>	<p>Teacher Discretion</p>

<p>TEKS Specifications</p> <p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers.</p>	<p>(RC) Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>RC(D) make inferences about text and use textual evidence to support understanding;</p> <p>RC(E) summarize information in text, maintaining meaning and logical order; and</p> <p>RC(F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.</p> <p>(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>2(B) use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words;</p> <p>(3) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</p> <p>3(A) summarize and explain the lesson or message of a work of fiction as its theme; and</p> <p>3(B) compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature.</p> <p>(7) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to identify similarities and differences between the events and characters’ experiences in a</p>	<p>(18) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p> <p>(A) create brief compositions that:</p> <p>(i) establish a central idea in a topic sentence;</p> <p>(ii) include supporting sentences with simple facts, details, and explanations; and</p> <p>(iii) contain a concluding statement;</p> <p>18(C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.</p> <p>(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(v) prepositions and prepositional phrases to convey location, time, direction, or to provide details;</p> <p>(vi) reflexive pronouns (e.g., myself, ourselves)</p> <p>(vii) correlative conjunctions (e.g., either/or, neither/nor); and</p> <p>(viii) use time-order transition words and transitions that indicate a conclusion:</p> <p>(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p>21(B) use capitalization for:</p> <p>(i) historical events and documents;</p> <p>(ii) titles of books, stories, and essays; and</p> <p>(iii) languages, races, and nationalities; and</p> <p>21(C) recognize and use punctuation marks including:</p> <p>(i) commas in compound sentences; and</p> <p>(ii) quotation marks.</p> <p>(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p>
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	<p>fictional work and the actual events and experiences described in an author's biography or autobiography.</p> <p>(10) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to</p> <p>10(A) explain the difference between a stated and an implied purpose for an expository text.</p> <p>(11) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</p> <p>11(A) summarize the main idea and supporting details in text in ways that maintain meaning;</p> <p>11(B) distinguish fact from opinion in a text and explain how to verify what is a fact;</p> <p>11(C) describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison; and</p> <p>11(D) use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information.</p> <p>(13) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:</p> <p>13(A) determine the sequence of activities needed to carry out a procedure (e.g., following a recipe); and</p> <p>13(B) explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations).</p>	<p>22A(ii) irregular plurals (e.g., man/men, foot/feet, child/children);</p> <p>22A(iii) double consonants in middle of words;</p> <p>22A(iv) other ways to spell sh (e.g., -sion, -tion, -cian); and</p> <p>22(v) silent letters (e.g., knee, wring);</p>
<p>Topics</p>	<p>Comprehension Strategies Expository Text Narrative Text</p>	<p>Expository Writing</p>

Language of Instruction (Including, but not limited to:)	infer, procedural texts, narrative, expository, theme, trickster, analyze, stated, implied, context clues, sequence, explicit, sequence, text features, analyze	conjunctions, expository, leads, conclusions, transition words, prepositions, prepositional phrase, reflexiv, irregular plurals
State Assessment Connections	STAAR	STAAR
Available Resources	Reading and Writing: <ul style="list-style-type: none"> ● <i>The Continuum of Literacy Learning: A Guide to Teaching</i> (Fountas & Pinnell) ● <i>Fountas and Pinnell Benchmark Assessment</i> ● <i>Lucy Calkins Reading and Writing Units of Study</i> ● <i>The Inside Guide to the Reading-Writing Classroom, Grades 3-6</i> (Leslie Blauman) ● <i>ACTS of Teaching</i> (Joyce Armstrong Carroll and Edward E. Wilson) ● Texas Education Agency (TEA) Website 	
Textbook Correlation	<i>Journeys</i> Textbook Adoption	<i>Write Source</i> Online Textbook Adoption