

Fourth Grade 3rd Nine Weeks Genre Analysis		
	Reading	Writing
Unit Overview	Students will recognize the critical attributes of poetry and drama.	Students will compose letters and poems based on each genre's critical attributes and structure.
Concept	Structure	Structure
Essential Questions	<ul style="list-style-type: none"> ● How does structure create order? ● How can I determine something's structure? ● Why is structure important? 	<ul style="list-style-type: none"> ● How does structure create order? ● How can I determine something's structure? ● Why is structure important?
Generalizations	<ul style="list-style-type: none"> ● Structure creates order. ● The parts of a structure make up its whole. ● Different structures have different uses. ● In order to understand something's structure, its parts must be examined. 	<ul style="list-style-type: none"> ● Structure creates order. ● The parts of a structure make up its whole. ● Different structures have different uses. ● In order to understand something's structure, its parts must be examined.
	Poetry and Drama	Poetry and Letter Writing

<p>Learning Targets (Introduced this 9 Weeks)</p>	<p>The student is expected to:</p> <ul style="list-style-type: none"> • make inferences, and draw conclusions about the structure of poetry and drama, and use text evidence to prove understanding • describe the structural elements particular to dramatic literature and poetry • explain how the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) relate to form (e.g., lyrical poetry, free verse) • make inferences, draw conclusions and explain how an author uses language to influence what the reader thinks or does, and use text evidence to prove understanding <p>Vocabulary Focus The student is expected to:</p> <ul style="list-style-type: none"> • determine the meaning of and use synonyms, antonyms, analogies metaphors and idioms • determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes <p style="color: red;">INSERT LIST</p> <p>No Listening and Speaking TEKS are introduced in this unit.</p> <p>Fluency Expectations Click here for FPA Grade Level Expectations</p>	<p>The student is expected to:</p> <ul style="list-style-type: none"> • write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse) • Write letters for a specific audience and a specific purpose, using pretaught conventions and spelling <p>Spelling Focus The student is expected to:</p> <ul style="list-style-type: none"> • spell base words and roots with affixes (e.g., -ion, -ment, -ly, dis-, pre-); • spell commonly used homophones (e.g., there, they're, their; two, too, to); and
<p>Formative Assessments (FOR learning)</p>	<p>Click here for HPISD Elementary ELA assessments.</p> <p>Responses to Reading Fountas and Pinnell Benchmark Assessment Teacher Observations</p>	<p>Writer's Notebook Writing Conferences Written and Oral Responses</p>

	Reading Conferences	
Summative Assessments (OF learning)	STAAR	STAAR
<p>TEKS Figure 19 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. TEKS Matrix</p>	<p>The student is expected to:</p> <p>(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: 2(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes; 2(C) complete analogies using knowledge of antonyms and synonyms (e.g., boy:girl as male:___ or girl:woman as boy:___); 2(D) identify the meaning of common idioms; and</p> <p>(4) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to explain how the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) relate to form (e.g., lyrical poetry, free verse).</p> <p>(5) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences</p>	<p>(16) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to: 16(B) write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).</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: 18(B) write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing); and Spelling</p> <p>(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to: 22(B) spell base words and roots with affixes (e.g., -ion, -ment, -ly, dis-, pre-); 22(C) spell commonly used homophones (e.g., there, they're, their; two, too, to);</p> <p>Click here for HPISD Literacy Document</p>

	<p>and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to describe the structural elements particular to dramatic literature.</p> <p>(8) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to identify the author's use of similes and metaphors to produce imagery.</p>	
Topics	Poetry Drama	Poetry Letter Writing
Language of Instruction (Including, but not limited to:)	Poetry, Drama, Figurative Language (and examples thereof)	Purpose, Audience
National Assessment Connections	STAAR Reading Assessment NWEA MAP Assessment	STAAR Writing Assessment NWEA MAP Assessment
Resources	<p>Reading and Writing:</p> <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.

