

## 2021-2022 Fourth Grade Reading & Writing Units of Study YAG

Dates	Cluster	UoS for Teaching Reading	UoS for Teaching Writing
8/12-10/1 7 weeks + 2 days	<b>Cluster 1:</b> Reading: Fiction & Drama Writing: Narrative	Reading Workshop Launching Lessons (4 sessions) Grade 4: Unit 1: Interpreting Characters: The Heart of the Story (19 sessions) Drama Lessons (4 sessions)	Writing Workshop Launching Lessons (4 sessions) Up the Ladder: Narrative Writing (20 sessions)
10/4-11/5 5 weeks	<b>Cluster 2:</b> Reading: Informational Writing: Opinion	Up the Ladder Reading: Nonfiction (17 sessions)	Grade 4: Boxes and Bullets: Texas Version (21 sessions)
11/8-12/17 5 weeks	<b>Cluster 3:</b> Reading: Fiction Writing: Opinion	Grade 4: If...Then... Curriculum: Detail and Synthesis (13 sessions)	Grade 4: Unit 4: The Literary Essay: Writing About Fiction (20 sessions)
1/4-2/11 6 weeks	<b>Cluster 4:</b> Informational & Research	Grade 4: Unit 2: Reading the Weather, Reading the World: Purposeful Reading of Nonfiction (21 sessions)	Up the Ladder: Information Writing (20 sessions)
2/14-3/4 3 weeks	<b>Cluster 5:</b> Poetry	Grade 4: If...Then... Curriculum: Little Things Are Big: Making Meaning from Poems and Poetic Craft in Literature (13 sessions)	Grade 4: If...Then... Curriculum: Poetry Anthologies (11 sessions)
3/14-4/14 5 weeks	<b>Cluster 6:</b> Reading: Fiction Writing: Narrative	Grade 4: Unit 4: Historical Fiction Clubs (17 sessions)	Grade 4: Unit 1: The Arc of Story: Writing Realistic Fiction (21 sessions)
4/19-5/20 5 weeks STAAR Reading Test: May 11	<b>Cluster 7:</b> Test Prep	Grade 4: Reading Testing Genre STAAR Reading Test (Includes Writing Field Test Items): May 11	Grade 4: Writing Testing Genre Resources to Support Test Prep

**Cluster 1: Reading: Fiction & Drama  
Writing: Narrative**

		<b>Reading</b>			<b>Writing</b>
<b>Cluster 1:</b> Reading: Fiction & Drama  Writing: Narrative	Knowledge & Skills  <i>*Essential</i>	<b>4.5 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading.</b> The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	Knowledge & Skills	<b>4.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
	<b>Suggested Pacing:</b> 8/12-10/1 7 weeks + 2 days)	Knowledge & Skills	<b>4.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.</b> The student uses newly acquired vocabulary expressively. The student is expected to:		4.11(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping
		4.3(A) use print or digital resources to determine meaning, syllabication, and pronunciation		4.11(B)(i) develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction, transitions and a conclusion	
	<i>*Essential</i>	4.3(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words		4.11(B)(ii) develop drafts into a focused, structured, and coherent piece of writing by: developing an engaging idea with relevant details	
	Knowledge & Skills	<b>4.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency.</b> The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.		4.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	
	Knowledge & Skills	<b>4.6 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		4.11(D)(x) edit drafts using standard English conventions, including: punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue	

	4.6(A) establish purpose for reading assigned and self-selected text		4.11(E) publish written work for appropriate audiences
	4.6(C) make, correct or confirm predictions using text features, characteristics of genre, and structures	Knowledge & Skills	<b>4.12 Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
	4.6(D) create mental images to deepen understanding	<i>*Essential</i>	4.12(A) compose literary texts, including personal narratives and poetry, using genre characteristics and craft
	4.6(E) make connections to personal experiences, ideas in other texts, and society		
<i>*Essential</i>	4.6(F) make inferences and use evidence to support understanding		
	4.6(G) evaluate details read to determine key ideas		
	4.6(H) synthesize information to create new understanding		
	4.6(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down		
Knowledge & Skills	<b>4.7 Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:		
	4.7(A) describe personal connections to a variety of sources, including self-selected texts		
	4.7(B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources		
	4.7(C) use text evidence to support an appropriate response		

		4.7(D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order	
		4.7(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating	
		4.7(F) respond using newly acquired vocabulary as appropriate	
	Knowledge & Skills	<b>4.8 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.</b> The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	
		4.8(A) infer basic themes supported by text evidence	
	<i>*Essential</i>	4.8(B) explain the interactions of the characters and the changes they undergo	
	<i>*Essential</i>	4.8(C) analyze plot elements, including the rising action, climax, falling action, and resolution	
		4.8(D) explain the influence of the setting, including historical and cultural settings, on the plot	
	Knowledge & Skills	<b>4.9 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	
		4.9(B) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales	
		4.9(C) explain structure in drama such as character tags, acts, scenes, and stage directions	

	4.9(D)(iii) recognize characteristics and structures of informational text, including: organizational patterns such as compare and contrast	
Knowledge & Skills	<b>4.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language.</b> The student develops oral language through listening, speaking, and discussion. The student is expected to:	
	4.1(A) listen actively, ask relevant questions to clarify information, and make pertinent comments	
	4.1(B) follow, restate, and give oral instructions that involve a series of related sequences of action	
	4.1(C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively	
	4.1(D) work collaboratively with others to develop a plan of shared responsibilities	
Knowledge & Skills	<b>4.10 Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	
	4.10(A) explain the author's purpose and message within a text	
	4.10(B) explain how the use of text structure contributes to the author's purpose	
	4.10(C) explain the author's use of print and graphic features to achieve specific purposes	
	4.10(D) describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as alliteration and assonance achieves specific purposes	
	4.10(E) identify the use of literary devices, including first- or third-person point of view	
	4.10(F) discuss how the author's use of language contributes to voice	
	4.10(G) identify and explain the use of anecdote	

**Cluster 2: Reading: Informational  
Writing: Opinion**

		<b>Reading</b>			<b>Writing</b>
<b>Cluster 2:</b> Reading: Informational  Writing: Opinion	Knowledge & Skills  <i>*Essential</i>	<b>4.5 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading.</b> The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	Knowledge & Skills	<b>4.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
	<b>Suggested Pacing:</b> 10/4-11/5 5 weeks	Knowledge & Skills	<b>4.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.</b> The student uses newly acquired vocabulary expressively. The student is expected to:		4.11(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping
		4.3(A) use print or digital resources to determine meaning, syllabication, and pronunciation		4.11(B)(i) develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction, transitions and a conclusion	
	<i>*Essential</i>	4.3(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words		4.11(B)(ii) develop drafts into a focused, structured, and coherent piece of writing by: developing an engaging idea with relevant details	
	Knowledge & Skills	<b>4.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency.</b> The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.		4.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	
	Knowledge & Skills	<b>4.6 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		4.11(D)(i) edit drafts using standard English conventions, including: complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	

	4.6(A) establish purpose for reading assigned and self-selected text		4.11(D)(x) edit drafts using standard English conventions, including: punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue
	4.6(C) make, correct or confirm predictions using text features, characteristics of genre, and structures		4.11(D)(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words
	4.6(E) make connections to personal experiences, ideas in other texts, and society		4.11(E) publish written work for appropriate audiences
	4.6(H) synthesize information to create new understanding	Knowledge & Skills	<b>4.12 Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
	4.6(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down	<i>*Essential</i>	4.12(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft
Knowledge & Skills	<b>4.7 Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	<i>*Essential</i>	4.12(C) compose argumentative texts, including opinion essays, using genre characteristics and craft
	4.7(B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources		
	4.7(C) use text evidence to support an appropriate response		
	4.7(D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order		
	4.7(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating		
	4.7(F) respond using newly acquired vocabulary as appropriate		

	4.7(G) discuss specific ideas in the text that are important to the meaning	
Knowledge & Skills	<b>4.9 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	
	4.9(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales	
<i>*Essential</i>	4.9(D)(i) recognize characteristics and structures of informational text, including: the central idea with supporting evidence	
<i>*Essential</i>	4.9(D)(ii) recognize characteristics and structures of informational text, including: features such as pronunciation guides and diagrams to support understanding	
	4.9(D)(iii) recognize characteristics and structures of informational text, including: organizational patterns such as compare and contrast	
	4.9(F) recognize characteristics of multimodal and digital texts	
Knowledge & Skills	<b>4.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language.</b> The student develops oral language through listening, speaking, and discussion. The student is expected to:	
	4.1(A) listen actively, ask relevant questions to clarify information, and make pertinent comments	
	4.1(B) follow, restate, and give oral instructions that involve a series of related sequences of action	
	4.1(C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively	
	4.1(D) work collaboratively with others to develop a plan of shared responsibilities	



Knowledge & Skills	<b>4.10 Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
	4.10(A) explain the author's purpose and message within a text
	4.10(B) explain how the use of text structure contributes to the author's purpose
	4.10(C) explain the author's use of print and graphic features to achieve specific purposes
	4.10(D) describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as alliteration and assonance achieves specific purposes
	4.10(F) discuss how the author's use of language contributes to voice
Knowledge & Skills	<b>4.13 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
	4.13(A) generate and clarify questions for formal and informal inquiry
	4.13(B) develop and follow a research plan with adult assistance
	4.13(C) identify and gather relevant information from a variety of sources
	4.13(D) identify primary and secondary sources
	4.13(E) demonstrate understanding of information gathered
	4.13(F) recognize the difference between paraphrasing and plagiarism when using source materials
	4.13(G) develop a bibliography
	4.13(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results

**Cluster 3: Reading: Fiction  
Writing: Opinion**

		<b>Reading</b>			<b>Writing</b>
<b>Cluster 3:</b> Reading: Fiction  Writing: Opinion  <b>Suggested Pacing:</b> 11/8-12/17 5 weeks	Knowledge & Skills  <i>*Essential</i>	<b>4.5 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading.</b> The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	Knowledge & Skills	<b>4.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
	Knowledge & Skills	<b>4.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.</b> The student uses newly acquired vocabulary expressively. The student is expected to:		4.11(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping	
	<i>*Essential</i>	4.3(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words		4.11(B)(i) develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction, transitions and a conclusion	
	Knowledge & Skills	<b>4.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency.</b> The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.		4.11(B)(ii) develop drafts into a focused, structured, and coherent piece of writing by: developing an engaging idea with relevant details	
	Knowledge & Skills	<b>4.6 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		4.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	
		4.6(A) establish purpose for reading assigned and self-selected text		4.11(D)(i) edit drafts using standard English conventions, including: complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	

	4.6(B) generate questions about text before, during, and after reading to deepen understanding and gain information		4.11(D)(vi) edit drafts using standard English conventions, including: prepositions and prepositional phrases
	4.6(C) make, correct or confirm predictions using text features, characteristics of genre, and structures		4.11(D)(x) edit drafts using standard English conventions, including: punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue
	4.6(D) create mental images to deepen understanding		4.11(E) publish written work for appropriate audiences
<i>*Essential</i>	4.6(F) make inferences and use evidence to support understanding	Knowledge & Skills	<b>4.12 Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
	4.6(G) evaluate details read to determine key ideas	<i>*Essential</i>	4.12(C) compose argumentative texts, including opinion essays, using genre characteristics and craft
	4.6(H) synthesize information to create new understanding		
	4.6(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down		
Knowledge & Skills	<b>4.7 Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:		
	4.7(B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources		
	4.7(C) use text evidence to support an appropriate response		
	4.7(D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order		

		4.7(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating	
		4.7(F) respond using newly acquired vocabulary as appropriate	
		4.7(G) discuss specific ideas in the text that are important to the meaning	
	Knowledge & Skills	<b>4.8 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.</b> The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	
		4.8(A) infer basic themes supported by text evidence	
	<i>*Essential</i>	4.8(B) explain the interactions of the characters and the changes they undergo	
	<i>*Essential</i>	4.8(C) analyze plot elements, including the rising action, climax, falling action, and resolution	
		4.8(D) explain the influence of the setting, including historical and cultural settings, on the plot	
	Knowledge & Skills	<b>4.9 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	
		4.9(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales	

	<i>*Essential</i>	4.9(D)(i) recognize characteristics and structures of informational text, including: the central idea with supporting evidence	
		4.9(D)(iii) recognize characteristics and structures of informational text, including: organizational patterns such as compare and contrast	
		4.9(E)(ii) recognize characteristics and structures of argumentative text, including: explaining how the author has used facts for an argument	
Knowledge & Skills		<b>4.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language.</b> The student develops oral language through listening, speaking, and discussion. The student is expected to:	
		4.1(D) work collaboratively with others to develop a plan of shared responsibilities	
Knowledge & Skills		<b>4.10 Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	
		4.10(A) explain the author's purpose and message within a text	
		4.10(B) explain how the use of text structure contributes to the author's purpose	
		4.10(D) describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as alliteration and assonance achieves specific purposes	
		4.10(E) identify the use of literary devices, including first- or third-person point of view	
		4.10(F) discuss how the author's use of language contributes to voice	
Knowledge & Skills		<b>4.13 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	
		4.13(A) generate and clarify questions for formal and informal inquiry	
		4.13(C) identify and gather relevant information from a variety of sources	
		4.13(E) demonstrate understanding of information gathered	

### Cluster 4: Informational & Research

		Reading			Writing
<b>Cluster 4:</b> Informational & Research  <b>Suggested Pacing:</b> 1/4-2/11 6 weeks	Knowledge & Skills  <i>*Essential</i>	<b>4.5 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading.</b> The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	Knowledge & Skills	<b>4.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
	Knowledge & Skills	<b>4.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.</b> The student uses newly acquired vocabulary expressively. The student is expected to:		4.11(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping	
		4.3(A) use print or digital resources to determine meaning, syllabication, and pronunciation		4.11(B)(i) develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction, transitions and a conclusion	
	<i>*Essential</i>	4.3(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words		4.11(B)(ii) develop drafts into a focused, structured, and coherent piece of writing by: developing an engaging idea with relevant details	
	Knowledge & Skills	<b>4.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency.</b> The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.		4.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	
	Knowledge & Skills	<b>4.6 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		4.11(D)(i) edit drafts using standard English conventions, including: complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	
		4.6(A) establish purpose for reading assigned and self-selected text		4.11(D)(ix) edit drafts using standard English conventions, including: capitalization of historical periods, events, and	

				documents; titles of books; stories and essays; and languages, races, and nationalities
		4.6(C) make, correct or confirm predictions using text features, characteristics of genre, and structures		4.11(D)(x) edit drafts using standard English conventions, including: punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue
		4.6(E) make connections to personal experiences, ideas in other texts, and society		4.11(D)(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words
	<i>*Essential</i>	4.6(F) make inferences and use evidence to support understanding		4.11(E) publish written work for appropriate audiences
		4.6(H) synthesize information to create new understanding	Knowledge & Skills	<b>4.12 Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
		4.6(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down	<i>*Essential</i>	4.12(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft
	Knowledge & Skills	<b>4.7 Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:		
		4.7(B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources		
		4.7(C) use text evidence to support an appropriate response		
		4.7(D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order		
		4.7(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating		

	4.7(F) respond using newly acquired vocabulary as appropriate	
	4.7(G) discuss specific ideas in the text that are important to the meaning	
Knowledge & Skills	<b>4.9 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	
	4.9(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales	
<i>*Essential</i>	4.9(D)(i) recognize characteristics and structures of informational text, including: the central idea with supporting evidence	
<i>*Essential</i>	4.9(D)(ii) recognize characteristics and structures of informational text, including: features such as pronunciation guides and diagrams to support understanding	
	4.9(D)(iii) recognize characteristics and structures of informational text, including: organizational patterns such as compare and contrast	
	4.9(F) recognize characteristics of multimodal and digital texts	
Knowledge & Skills	<b>4.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language.</b> The student develops oral language through listening, speaking, and discussion. The student is expected to:	
	4.1(A) listen actively, ask relevant questions to clarify information, and make pertinent comments	
	4.1(B) follow, restate, and give oral instructions that involve a series of related sequences of action	



	4.1(C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively
	4.1(D) work collaboratively with others to develop a plan of shared responsibilities
Knowledge & Skills	<b>4.10 Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
	4.10(A) explain the author's purpose and message within a text
	4.10(B) explain how the use of text structure contributes to the author's purpose
	4.10(C) explain the author's use of print and graphic features to achieve specific purposes
	4.10(D) describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as alliteration and assonance achieves specific purposes
	4.10(F) discuss how the author's use of language contributes to voice
Knowledge & Skills	<b>4.13 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
	4.13(A) generate and clarify questions for formal and informal inquiry
	4.13(B) develop and follow a research plan with adult assistance
	4.13(C) identify and gather relevant information from a variety of sources
	4.13(D) identify primary and secondary sources
	4.13(E) demonstrate understanding of information gathered
	4.13(F) recognize the difference between paraphrasing and plagiarism when using source materials
	4.13(G) develop a bibliography
	4.13(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results

## Cluster 5: Poetry

		Reading			Writing
<b>Cluster 5:</b> Poetry  <b>Suggested Pacing:</b> 2/14-3/4 3 weeks	Knowledge & Skills	<b>4.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency.</b> The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	Knowledge & Skills	<b>4.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
	Knowledge & Skills  <i>*Essential</i>	<b>4.5 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading.</b> The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.		4.11(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping	
	Knowledge & Skills	<b>4.6 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		4.11(B)(i) develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction, transitions and a conclusion	
		4.6(D) create mental images to deepen understanding		4.11(B)(ii) develop drafts into a focused, structured, and coherent piece of writing by: developing an engaging idea with relevant details	
		4.6(E) make connections to personal experiences, ideas in other texts, and society		4.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	
	<i>*Essential</i>	4.6(F) make inferences and use evidence to support understanding		4.11(D)(iv) edit drafts using standard English conventions, including: adjectives, including their comparative and superlative forms	
		4.6(H) synthesize information to create new understanding		4.11(D)(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	

Knowledge & Skills	<b>4.7 Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:		4.11(E) publish written work for appropriate audiences
	4.7(B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources	Knowledge & Skills	<b>4.12 Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
	4.7(C) use text evidence to support an appropriate response	<i>*Essential</i>	4.12(A) compose literary texts, including personal narratives and poetry, using genre characteristics and craft
Knowledge & Skills	<b>4.9 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:		
	4.9(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images		
Knowledge & Skills	<b>4.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language.</b> The student develops oral language through listening, speaking, and discussion. The student is expected to:		
	4.1(A) listen actively, ask relevant questions to clarify information, and make pertinent comments		
	4.1(B) follow, restate, and give oral instructions that involve a series of related sequences of action		
	4.1(C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively		
	4.1(D) work collaboratively with others to develop a plan of shared responsibilities		
Knowledge & Skills	<b>4.10 Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:		
	4.10(A) explain the author's purpose and message within a text		

	4.10(B) explain how the use of text structure contributes to the author's purpose
	4.10(D) describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as alliteration and assonance achieves specific purposes
	4.10(F) discuss how the author's use of language contributes to voice

**Cluster 6: Reading: Fiction  
Writing: Narrative**

		<b>Reading</b>			<b>Writing</b>
<b>Cluster 6:</b> Reading: Fiction  Writing: Narrative	Knowledge & Skills	<b>4.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency.</b> The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	Knowledge & Skills	<b>4.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
	<b>Suggested Pacing:</b> 3/14-4/14 5 weeks  <i>*Essential</i>	<b>4.5 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading.</b> The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.		4.11(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping	
	Knowledge & Skills	<b>4.6 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		4.11(B)(i) develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction, transitions and a conclusion	
		4.6(A) establish purpose for reading assigned and self-selected text		4.11(B)(ii) develop drafts into a focused, structured, and coherent piece of writing by: developing an engaging idea with relevant details	
		4.6(B) generate questions about text before, during, and after reading to deepen understanding and gain information		4.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	
		4.6(E) make connections to personal experiences, ideas in other texts, and society		4.11(D)(x) edit drafts using standard English conventions, including: punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue	

	<i>*Essential</i>	4.6(F) make inferences and use evidence to support understanding		4.11(E) publish written work for appropriate audiences
		4.6(G) evaluate details read to determine key ideas	Knowledge & Skills	<b>4.12 Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
		4.6(H) synthesize information to create new understanding	<i>*Essential</i>	4.12(A) compose literary texts, including personal narratives and poetry, using genre characteristics and craft
		4.6(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down		
	Knowledge & Skills	<b>4.7 Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:		
		4.7(A) describe personal connections to a variety of sources, including self-selected texts		
		4.7(B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources		
		4.7(C) use text evidence to support an appropriate response		
		4.7(D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order		
		4.7(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating		
		4.7(F) respond using newly acquired vocabulary as appropriate		
		4.7(G) discuss specific ideas in the text that are important to the meaning		

Knowledge & Skills	<b>4.8 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.</b> The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	
	4.8(A) infer basic themes supported by text evidence	
<i>*Essential</i>	4.8(B) explain the interactions of the characters and the changes they undergo	
<i>*Essential</i>	4.8(C) analyze plot elements, including the rising action, climax, falling action, and resolution	
	4.8(D) explain the influence of the setting, including historical and cultural settings, on the plot	
Knowledge & Skills	<b>4.9 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	
	4.9(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales	
	4.9(F) recognize characteristics of multimodal and digital texts	
Knowledge & Skills	<b>4.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language.</b> The student develops oral language through listening, speaking, and discussion. The student is expected to:	
	4.1(A) listen actively, ask relevant questions to clarify information, and make pertinent comments	
	4.1(B) follow, restate, and give oral instructions that involve a series of related sequences of action	
	4.1(C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively	

	4.1(D) work collaboratively with others to develop a plan of shared responsibilities
Knowledge & Skills	<b>4.10 Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
	4.10(A) explain the author's purpose and message within a text
	4.10(B) explain how the use of text structure contributes to the author's purpose
	4.10(C) explain the author's use of print and graphic features to achieve specific purposes
	4.10(E) identify the use of literary devices, including first- or third-person point of view
	4.10(F) discuss how the author's use of language contributes to voice
	4.10(G) identify and explain the use of anecdote
Knowledge & Skills	<b>4.13 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
	4.13(A) generate and clarify questions for formal and informal inquiry
	4.13(B) develop and follow a research plan with adult assistance
	4.13(C) identify and gather relevant information from a variety of sources
	4.13(D) identify primary and secondary sources
	4.13(E) demonstrate understanding of information gathered
	4.13(F) recognize the difference between paraphrasing and plagiarism when using source materials
	4.13(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results



## Cluster 7: Test Prep

		Reading	Writing	
<p><b>Cluster 7:</b> Test Prep</p> <p><b>Suggested Pacing:</b> 4/19-5/20 5 weeks</p> <p>STAAR Reading Test: May 11</p>	<p>Knowledge &amp; Skills</p> <p><i>*Essential</i></p>	<p><b>4.5 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading.</b> The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.</p>	<p>Knowledge &amp; Skills</p>	<p><b>4.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>
				<p>4.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity</p>
				<p>4.11(D) edit drafts using standard English conventions, including:</p> <ul style="list-style-type: none"> <li>(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments</li> <li>(ii) past tense of irregular verbs</li> <li>(iii) singular, plural, common, and proper nouns</li> <li>(iv) adjectives, including their comparative and superlative forms</li> <li>(v) adverbs that convey frequency and adverbs that convey degree</li> <li>(vi) prepositions and prepositional phrases</li> <li>(vii) pronouns, including reflexive</li> <li>(viii) coordinating conjunctions to form compound subjects, predicates, and sentences</li> <li>(ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities</li> <li>(x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue</li> </ul>