DARUL ARQAM ACADEMY NORTH

Scope and Sequence

3rd Grade English

1st Quarter			
Resources:			
Week	**Unit/Lesson**	**Learning Objectives**	**Reporting Categories (TEKS)**
1st		Discuss class rules Discussion on what I did over the summer Review packet –what I know	
2nd	**Traditional Tale** Grandma and the Great Gourd *Analyze Plot and Setting *Use Text Evidence Syllable Pattern VC/CV Simple Sentences Setting and Sequence of Events Brainstorm and Set a Purpose Plan Your Personal Narrative	-make connections to personal experiences, ideas in other texts, and society -interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating -generate questions about text before, during, and after reading to deepen understanding and gain information -respond using newly acquired vocabulary as appropriate -analyze plot elements, including the sequence of events, the conflict, and the resolution -explain the influence of the setting on the plot -use text evidence to support an appropriate response -speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively -write a response to a literary or informational text that demonstrates an understanding of a text -discuss specific ideas in the text that are important to the meaning -identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and –ful -decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shift -describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes -compose literary texts, including personal narratives and poetry, using genre characteristics and craft -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 -listen actively, ask relevant questions to clarify information, and make pertinent comments	3.6.E, 3.7.E 2.6.B, 3.7.F 3.8.C, 3.8.D 3.7.C, 3.1.A, 3.7.B 3.7.G, 3.3.C, 3.2.Aii, 3.2.Aiv 3.2.Avii, 3.2.Aiv, 3.2.Avii 3.10.D 3.12.A 3.11.A 3.1.A, 3.1.E 3.11.Bii 3.2.Avii, 3.2.Bi, 3.2.Bv 3.11.Di

DARUL ARQAM ACADEMY NORTH

1st Quarter			
Resources:			
Week	**Unit/Lesson**	**Learning Objectives**	**Reporting Categories (TEKS)**
		-develop social communication such as conversing politely in all situations -developing an engaging idea with relevant details -developing an engaging idea with relevant details -spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables -spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV -complete simple and compound sentences with subject-verb agreement	
3rd	**Folktale** Why the Sky is Far Away *Identify details from the text *Infer Theme *Ask and Answer Questions Inflected Endings- er, est, s, es, ies Subject and Predicates Develop an Engaging idea Compose a Setting Resolution	-infer the theme of a work, distinguishing theme from topic -use text evidence to support an appropriate response -describe personal connections to a variety of sources, including self-selected texts -use print or digital resources to determine meaning, syllabication, and pronunciation -identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text -explain the author's use of print and graphic features to achieve specific purposes -developing an engaging idea with relevant details -compose literary texts, including personal narratives and poetry, using genre characteristics and craft	3.8.A., 3.7.C 3.7.A, 3.3.A, 3.3.D 3.2.Avi 3.10.C 3.11.Bii 3.12.A
4th	**Realistic Fiction** Cocoliso *Details used to explain major and minor characters *sequences of events *Most important event *Analyze Characters *Make Inferences Base words and Endings- ed, ing Compound Sentences Compose an Introduction Develop Dialogue	-recognize characteristics and structures of argumentative text -make inferences and use evidence to support understanding -explain the relationships among the major and minor characters -Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed -use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words -developing an engaging idea with relevant details -coordinating conjunctions to form compound subjects, predicates, and sentences	3.9.E, 3.6.F 3.8.B, 3.7, 3.3.B, 3.11.Bi, 3.11Dviii

1st Quarter			
Resources:			
Week	**Unit/Lesson**	**Learning Objectives**	**Reporting Categories (TEKS)**
	Compose a Conclsion		
5th	**Informational Text** Living in Deserts *Use Text Evidence *Glossary *Compare and Contrast *Analyze Text Features Figurative Language-Simile Vowel Digraphs- ee, ea,ai, ay, ow, oa Compound Subjects and Predicates Coordinating Conjunctions Pronouns Subject-Verb Agreement	-features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding -write a response to a literary or informational text that demonstrates an understanding of a text -adjectives, including their comparative and superlative forms -pronouns, including subjective, objective, and possessive cases -adverbs that convey time and adverbs that convey manner -features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding	3.9.Dii 3.7.B 3.11.Div 3.11.Dvii 3.11.Dv 3.9.Dii
6th	**Myth** The Golden Flower *Analyze Descriptive Language *Visual Details *Text Evidence Diphthongs ou, ow, oi, oy Common and Proper Nouns Edit for Legibility Edit for Verbs Publish and Celebrate	-Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion -establish purpose for reading assigned and self-selected texts -make and correct or confirm predictions using text features, characteristics of genre, and structures -demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths -create mental images to deepen understanding -explain the author's purpose and message within a text -write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words -past, present, and future verb tense -write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words -publish written work for appropriate audiences -explain the author's purpose and message within a text	3.1, 3.6.A, 3.6.C, 3.9.A 3.6.D, 3.1.A 3.10.A, 3.2.D, 3.11.Dii, 3.2.D, 3.11.E, 3.10.A 3.11.Diii 3.11.Dix

1st Quarter			
Resources:			
Week	**Unit/Lesson**	**Learning Objectives**	**Reporting Categories (TEKS)**
		-singular, plural, common, and proper nouns -capitalization of official titles of people, holidays, and geographical names and places	
7th	**Inquiry and Research** A Safe Place to Play *Explore and Plan *Conduct Research *Collaborate and Discuss *Refine Research *Extend Research	-generate questions on a topic for formal and informal inquiry -recognize characteristics and structures of argumentative text -identify and gather relevant information from a variety of sources -identify primary and secondary sources -edit drafts using standard English conventions -publish written work for appropriate audiences	3.13.A, 3.9.E, 3.13.C 3.12.C 3.13.D 3.11.D 3.11.E
8th	**Informational Text** Patterns in Nature *Identify main ideas and details *Monitor Comprehension Syllable Patterns VC/V and V/CV Singular and Plural Nouns How-to Article Compose a Headline and Lead Compose Facts and Details Brainstorm and Set a Purpose	-interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating -Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts -Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively -evaluate details read to determine key ideas -monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down -listen actively, ask relevant questions to clarify information, and make pertinent comments -use print or digital resources to determine meaning, syllabication, and pronunciation -explain the author's use of print and graphic features to achieve specific purposes -compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft -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 -spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV -singular, plural, common, and proper nouns	3.7.E, 3.9 3.3 3.6.G, 3.6.I, 3.1.A, 3.3.A 3.10.C, 3.12.B, 3.11.A, 3.2.Bv 3.11.Diii
9th	**Informational Text** Weird Friends *Analyze Test Structure *Evaluate Details	-speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively -respond using newly acquired vocabulary as appropriate -organizational patterns such as cause and effect and problem and solution	3.1.C, 3.7.F, 3.9.Diii 3.7.B, 3.3.D 3.2.Aii,

DARUL ARQAM ACADEMY NORTH

1st Quarter			
Resources:			
Week	**Unit/Lesson**	**Learning Objectives**	**Reporting Categories (TEKS)**
	r-Controlled Vowels Irregular Plural Nouns Develop an Engaging Main Idea Develop Relevant Details Add Facts and Definitions Write a Command	-write a response to a literary or informational text that demonstrates an understanding of a text -identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text -decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables -describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes -spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	3.10.D, 3.11.Bii 3.12.B 3.10.D 3.2.Bi

DARUL ARQAM ACADEMY NORTH

2nd Quarter			
Week			
1st	**Realistic Fiction** Wolf Island *Analyze Illustrations *Synthesize Information Compound words Singular and Possessive Nouns Develop an Introduction Organize Ideas into Steps Organize Steps into Sequences Add illustrations Compose a Conclusion	-Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-- literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts -explain the author's use of print and graphic features to achieve specific purposes -synthesize information to create new understanding -use text evidence to support an appropriate response -use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words -decoding compound words, contractions, and abbreviations -explain the author's purpose and message within a text -organizing with purposeful structure, including an introduction and a conclusion -spelling compound words, contractions, and abbreviation -punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series	3.8 3.10.C, 3.6.H, 3.7.C, 3.3.B, 3.2.Aiii 3.10.A 3.11.Bi 3.2.Biii 3.11.Dx
2nd	**Persuasive Text** Welcome Back, Wolves! Wolves Don't Belong in Yellowstone *Analyze Text Structure *Compare and Contrast Texts Figurative Language-simile Syllable Patterns VCe Prepositions Edit for Prepositions and Prepositional Phrases Revising for coherence and clarity Edit for nouns, verbs, and coordinating conjunctions	- identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text -recognize characteristics and structures of argumentative text -identify the use of literary devices, including first- or third-person point of view -prepositions and prepositional phrases -revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity -adverbs that convey time and adverbs that convey manner -coordinating conjunctions to form compound subjects, predicates, and sentences	3.3.D, 3.9.E 3.10.F 3.11.Dvi 3.11.C 3.11.Dv 3.11.Dviii
3rd	**Informational Text** Nature's Patchwork Quilt *Explain Author's Purpose *Visualize Details Parts of Speech	-make connections to personal experiences, ideas in other texts, and society -explain how the use of text structure contributes to the author's purpose -write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words -complete simple and compound sentences with subject-verb agreement -publish written work for appropriate audiences	3.6.E, 3.10.B, 3.2.D, 3.11.Di, 3.11.E

2nd Quarter			
Week			
	Contractions Main Verbs and Helping Verbs Edit for Legibility, complete sentences with subject-verb agreement		
4th	**Inquiry and Research** Make Not of It! Inquire Explore and plan Conduct research Collaborate and discuss Refine research Extend research	-discuss specific ideas in the text that are important to the meaning -develop and follow a research plan with adult assistance -recognize characteristics and structures of informational text -create a works cited page -use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	3.7.G 3.13.B 3.9.D 3.13.G 3.13.H
5th	**Historical Fiction** Below Deck: A Titanic Story *Analyze Plot and Setting *Correct or Confirm Predictions Prefixes-pre, dis, in, im, non Subject –Verb Agreement Historical Fiction- Identify Characters and Setting Develop Plot Brainstorm ideas Plan your historical fiction story	-speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively -decoding words using knowledge of prefixes -use text evidence to support an appropriate response -analyze plot elements, including the sequence of events, the conflict, and the resolution -listen actively, ask relevant questions to clarify information, and make pertinent comments -use print or digital resources to determine meaning, syllabication, and pronunciation -explain the author's use of print and graphic features to achieve specific purposes -compose literary texts, including personal narratives and poetry, using genre characteristics and craft -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 -explain the author's use of print and graphic features to achieve specific purposes -spelling words using knowledge of prefixes -complete simple and compound sentences with subject-verb agreement	3.1.C 3.2.Av, 3.7.C, 3.8.C 3.1.A, 3.3.A 3.2.Av, 3.10.C 3.12.A 3.11.A 3.10.C 3.2.Bvi 3.11.Di
6th	**Historical Fiction** Granddaddy's Turn: A Journey to the Ballot Box *Analyze Characters *Make Connections Synonyms and Antonyms	- interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating -make connections to personal experiences, ideas in other texts, and society -identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text -explain the relationships among the major and minor characters -describe personal connections to a variety of sources, including self-selected texts	3.7.E, 3.6.E, 3.3.D, 3.8.B, 3.7.A, 3.3.D, 3.2.Aiii, 3.10.A,

DARUL ARQAM ACADEMY NORTH

2nd Quarter			
Week			
	Abbreviations Edit for Subject-Verb Agreement Compose Characters, setting Establish a problem Plan a resolution	-identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text -identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text -explain the author's purpose and message within a text -explain the influence of the setting on the plot -develop drafts into a focused, structured, and coherent piece of writing	3.8.D, 3.11.B
7th	**Historical Fiction** *from* Little House on the Prairie By the Shore of Silver Lake *Infer Theme *Compare and Contrast *Context Clues Suffixes- ful, y, ness Verb Teenses Develop an Introduction Draft an Event Sequence Know when to start a new paragraph Compose dialogue Describe events with details	-infer the theme of a work, distinguishing theme from topic -respond using newly acquired vocabulary as appropriate -write a response to a literary or informational text that demonstrates an understanding of a text -use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words -identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and –ful -identify and explain the use of hyperbole -organizing with purposeful structure, including an introduction and a conclusion -developing an engaging idea with relevant details -spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants -past, present, and future verb tense	3.8.A, 3.7.F, 3.7.B 3.3.B, 3.3.C 3.10.G, 3.11.Bi, 3.11.Bii 3.2.Bvii 3.11.Dii
8th	**Biography** Mama Miti: Wangari Maathai and the Trees of Kenya *Identify a biography *Summarize Informational Text *Analyze Text Structure-How it is organized Vowel Teams-oo, ew, ue, ui, eu Irregular verbs	-develop social communication such as conversing politely in all situations -decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables -Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively -recognize characteristics and structures of informational text -evaluate details read to determine key ideas -discuss how the author's use of language contributes to voice -capitalization of official titles of people, holidays, and geographical names and places -revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity -pronouns, including subjective, objective, and possessive cases	3.1.E, 3.2.Aii, 3.3 3.9.D, 3.6.G 3.10.F, 3.11.Dix 3.11.C 3.11.Dvii 3.10.F, 3.2.Bi

DARUL ARQAM ACADEMY NORTH

2nd Quarter			
Week			
	Edit for Capitalization, Coherence and Clarity Edit for verbs, Subjective, Objective and possessive pronouns	-discuss how the author's use of language contributes to voice -spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	
9th	**Poetry** Poems About Heroes *Explain Poetic Characteristics *Monitor Comprehension Irregular Plural Nouns Pronouns Edit for punctuation marks, prepositions and prepositional phrase	-use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words -identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text -explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems -identifying and reading high-frequency words from a research-based list -describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes -punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series -prepositions and prepositional phrases -write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words -Composition: listening, speaking, reading, writing, and thinking using multiple texts-- writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions -compose literary texts, including personal narratives and poetry, using genre characteristics and craft -pronouns, including subjective, objective, and possessive cases	3.3.B, 3.3.D 3.9.B, 3.2.Avii, 3.10.D, 3.11.Dx 3.11.Dvi 3.2.D, 3.11 3.12.A 3.11.Dvii

DARUL ARQAM ACADEMY NORTH

3rd Quarter			
Week			
1st	**Inquiry and Research** Be a Hero! Speaking to persuade- Explore and plan Conduct research Collaborate and discuss Refine research	-discuss specific ideas in the text that are important to the meaning -develop and follow a research plan with adult assistance -recognize characteristics and structures of argumentative text -retell and paraphrase texts in ways that maintain meaning and logical order -use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	3.7.G, 3.13.B 3.9.E, 3.7.D 3.13.H
2nd	**Biography** The House That Jane Built *What makes it a biography *Analyze Text Structure *Correct or Confirm Predictions r-Controlled Vowels- ir, er, ur, ear Possessive Pronouns Opinion essay Point of view and reasons Brainstorm Topic and Focus on Opinion Plan your opinion essay	-work collaboratively with others by following agreed-upon rules, norms, and protocols -Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-- genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts -Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively -organizational patterns such as cause and effect and problem and solution -make and correct or confirm predictions using text features, characteristics of genre, and structures -listen actively, ask relevant questions to clarify information, and make pertinent comments -use print or digital resources to determine meaning, syllabication, and pronunciation -decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables -describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes -compose argumentative texts, including opinion essays, using genre characteristics and craft -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 -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 -pronouns, including subjective, objective, and possessive cases	3.1.D, 3.9 3.3, 3.9.Diii 3.6.C, 3.1.A 3.3.A, 3.2.Aii, 3.10.D 3.12.C, 3.11.A, 3.2.Bi, 3.11.Dvii
3rd	**Biography** *from* Frederick Douglas *Sequence of true events *Photographs, historical documents *Third point of view *Identify Main Idea and Key Details *Make inferences	-interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating -the central idea with supporting evidence -make inferences and use evidence to support understanding -write a response to a literary or informational text that demonstrates an understanding of a text -identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text	3.7.E 3.9.Di, 3.6.F, 3.7.B 3.3.D, 3.2.Aiv, 3.10.C, 3.11.Bii,

	VCCCV syllable pattern Contractions Develop topic, opinion Distinguish between fact and opinion Develop reasons Develop supporting facts	-decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts -explain the author's use of print and graphic features to achieve specific purposes -developing an engaging idea with relevant detail -spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV -punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series	3.2.Bv, 3.11.Dx
4th	**Biography** *from* Milton Hershey *Narrative nonfiction *more than one purpose *Explain author's purpose *Ask and Answer questions Latin Suffixes-able, ible, ation Prepositions and prepositional phrase Compose an introduction Organize supporting reasons, facts Compose a conclusion	-explain the author's purpose and message within a text -generate questions about text before, during, and after reading to deepen understanding and gain information -use text evidence to support an appropriate response -use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words -discuss how the author's use of language contributes to voice -organizing with purposeful structure, including an introduction and a conclusion -work collaboratively with others by following agreed-upon rules, norms, and protocols	3.10.A, 3.6.B, 3.7.C 3.3.B, 3.10.F, 3.11.Bi, 3.1.D
5th	**Narrative Nonfiction** Green City *facts and details *narrative elements *chronological or time order *distinguish viewpoint *make connections Homographs Comparing with Adjectives Revise drafts by adding linking words Revise drat by adding details Edit for capitalization, peer edit	-respond using newly acquired vocabulary as appropriate -make connections to personal experiences, ideas in other texts, and society -make connections to personal experiences, ideas in other texts, and society -revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity -capitalization of official titles of people, holidays, and geographical names and places -revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity -identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text	3.7.F, 3.6.E, 3.10.B, 3.11.C, 3.11.Dix, 3.3.D
6th	**Drama** Grace and Grandma	-discuss elements of drama such as characters, dialogue, setting, and acts	3.9.C, 3.6.I 3.2.Avii

	*Acts, scenes, lines *Identify Play Elements *Monitor Comprehension Homophones Adverbs Use Technology to Publish Written Work Edit for Spelling	-monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down -identifying and reading high-frequency words from a research-based list -explain the author's purpose and message within a text -publish written work for appropriate audiences	3.10.A, 3.11.E, 3.11, 3.2.Bii 3.11.Dv
7th	**Inquiry and Research** Past and Present Informational poster Collaborate and discuss Refine research Extend research	-publish written work for appropriate audiences - develop and follow a research plan with adult assistance -recognize characteristics and structures of informational text -identify primary and secondary sources -use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	3.7.G, 3.13.B, 3.9.D 3.13.D 3.13.H

DARUL ARQAM ACADEMY NORTH

4th Quarter			
Resources:			
Week	**Unit/Lesson**	**Learning Objectives**	**Reporting Categories (TEKS)**
1st	**Informational Text** Deep Down and Other Extreme Places to Live *main idea, details, real person, place, event *Text structure *Analyze Text Features *Correct or Confirm Predictions Vowel Pattern- au, aw, al, augh, ough Comparing with Adjectives Poetry What poetry sounds like What poetry looks like Brainstorm ideas Plan your poetry	-interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating -Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts -respond using newly acquired vocabulary as appropriate -recognize characteristics and structures of informational text -make and correct or confirm predictions using text features, characteristics of genre, and structures -compose literary texts, including personal narratives and poetry, using genre characteristics and craft -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 -explain the author's use of print and graphic features to achieve specific purposes -spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables -adjectives, including their comparative and superlative forms	3.7.E, 3.9 3.7.F, 3.9.D 3.6.C, 3.1.A 3.3.A, 3.2.Ai 3.10.C, 3.12.A, 3.11.A, 3.10.C, 3.2.Bi, 3.11.Div
2nd	**Informational Text** Earthquakes, Eruptions, and Other Events that Change Earth *Relationship of ideas *Analyze Text Structure- cause and effect *Synthesize Information Vowel Pattern- ei, eigh Comparing with Adverbs Composing like a Poet Compose with imagery Compose with rhythm and rhyme Compose with alliteration	-organizational patterns such as cause and effect and problem and solution -synthesize information to create new understanding -write a response to a literary or informational text that demonstrates an understanding of a text -identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text -describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes -edit drafts using standard English conventions	3.9.Diii, 3.6.H, 3.7.B, 3.3.D, 3.10.D, 3.11.D

4th Quarter			
Resources:			
Week	**Unit/Lesson**	**Learning Objectives**	**Reporting Categories (TEKS)**
	Compose with figurative language		
3rd	**Procedural Text** A Safety Plan: In Case of Emergency *sequence or order *numbers, bullet points *Analyze Structure *Monitor Comprehension Words with Suffix-en Complex Sentences Poetry Use line breaks and Stanza Select genre Revise word choice-verb	-monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down -use text evidence to support an appropriate response -use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words -explain how the use of text structure contributes to the author's purpose -revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity -compose literary texts, including personal narratives and poetry, using genre characteristics and craft	3.6.I, 3.7.C, 3.3.B, 3.10.B, 3.11.C, 3.12.A
4th	**Historical Fiction** Nora's Ark *Characters, settings, events *first and third person point of view *Analyze Point of View *Make connections Schwa vowel sound Pronoun-Antecedent Agreement Poetry Revise for structure Rearranging ideas for coherence and clarity Edit nouns, comparative and superlative adjectives, and punctuation marks	-Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts -identify the use of literary devices, including first- or third-person point of view -decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables -discuss how the author's use of language contributes to voice -singular, plural, common, and proper nouns -punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series -pronouns, including subjective, objective, and possessive cases	3.9, 3.10.E 3.2.Aii, 3.10.F, 3.11.Diii, 3.11.Dx, 3.11.Dvii
5th	**Traditional Tale: Fable** *from* Aesop's Fox	-identify the use of literary devices, including first- or third-person point of view -make connections to personal experiences, ideas in other texts, and society	3.10.E, 3.6.E, 3.9.B,

DARUL ARQAM ACADEMY NORTH

4th Quarter			
Resources:			
Week	**Unit/Lesson**	**Learning Objectives**	**Reporting Categories (TEKS)**
	*moral, themes *Infer theme *Evaluate details Final stable syllables-le, ture, ive, ize Edit for commas Poetry Revise for coherence and clarity Edit for adjectives and adverbs	-explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems -adjectives, including their comparative and superlative forms -spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables -pronouns, including subjective, objective, and possessive cases	3.11.Div, 3.2.Bi, 3.11.Dvii
6th	**Inquiry and Research** Take a Trip! Inquire Explore and plan Conduct research Collaborate and discuss Refine research	-respond using newly acquired vocabulary as appropriate -develop and follow a research plan with adult assistance -identify and gather relevant information from a variety of sources -recognize characteristics and structures of argumentative text -create a works cited page -use an appropriate mode of delivery, whether written, oral, or multimodal, to present results -capitalization of official titles of people, holidays, and geographical names and places	3.7.G, 3.13.B 3.13.C, 3.9.E, 3.13.G 3.13.H, 3.11.Dix
7th	**End of the Year Benchmark/review/Iowa/i-ready**		
8th:	**End of the Year Benchmark/review/Iowa/i-ready**		
9th	**Review & Year End Activities**		
10th	**Graduation Award Ceremony**		