1st Quarter				
Resources:				
Unit 1/Week	Genre/Reading		Objectives/TEKS	Reporting Categories (TEKS)
			Discuss class rules and expectations. Assign duties and set procedures Ice breakers or Prompt about their summer vacation	
Week 1	Autobiography	Reaching for the Moon	➢ listen actively, ask relevant questions to clarify information, and make pertinent comments ➢ recognize characteristics and structures of informational text, including ➢ respond using newly acquired vocabulary as appropriate ➢ explain the author's purpose and message within a text ➢ use text evidence to support an appropriate response ➢ express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively ➢ demonstrate and apply phonetic knowledge ➢ analyze the author's use of print and graphic features to achieve specific purposes Writing ➢ compose literary texts such as personal narratives and poetry using genre characteristics and craft ➢ 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 ➢ edit drafts using standard English conventions (subject and predicate)	4.1 A 4.9 D 4.7 F 4.10 A 4.7 C 4.1 C 4.2 A 4.12 A 4.2 B.vi 4.11 D

Week 2	Biography	Rare Treasure: Mary Anning and Her Remarkable Discoveries	➢ make connections to personal experiences, ideas in other texts, and society ➢ recognize characteristics and structures of informational text, including ➢ respond using newly acquired vocabulary as appropriate ➢ recognize characteristics and structures of informational text, including ➢ generate questions about text before, during, and after reading to deepen understanding and gain information ➢ use text evidence to support an appropriate response Writing ➢ developing an engaging idea with relevant details ➢ describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieve specific purposes ➢ spelling words using knowledge of suffixes, including how they can change base ➢ edit drafts using standard English conventions (Compound subject/predicate)	4.6 E 4.9 D 4.7 F 4.9 D 4.6 B 4.7 C 4.11 B. ii 4.10 D 4.2 B. vi 4.11 D

DARUL ARQAM ACADEMY NORTH

Scope and Sequence
4th Grade English

1st Quarter				
Resources:				
Week	Genre/Reading		Learning Objectives	Reporting Categories (TEKS)
Week 3	Magazine Article	"Twins in space" from ask Magazine	➢ make connections to personal experiences, ideas in other texts, and society ➢ interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating ➢ recognize characteristics and structures of informational text ➢ respond using newly acquired vocabulary as appropriate ➢ recognize characteristics and structures of informational text, including: (i) the central idea with supporting evidence; revised August 2020 5 (ii) features such as pronunciation guides and diagrams to support understanding ➢ evaluate details read to determine key ideas Writing ➢ organizing with purposeful structure, including an introduction, transitions, and a conclusion ➢ compose literary texts such as personal narratives and poetry using genre characteristics and craft ➢ explain how the use of text structure contributes to the author's purpose ➢ spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables ➢ edit drafts using standard English conventions, (viii) coordinating	4.6 E 4.7 E 4.9 D 4.7 F 4.9 D 4.9 D. i 4.9 D. ii 4.6 G 4.11.B.i 4.12 A 4.10 B 4.2 B.i 4.11. D 4.11 D. viii

			conjunctions to form compound subjects, predicates, and sentences	

Week 4	Informational Text	Life at the Top	➢ interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating ➢ Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension ➢ recognize characteristics and structures of informational text ➢ respond using newly acquired vocabulary as appropriate ➢ analyze the author's use of print and graphic features to achieve specific purposes ➢ make and correct or confirm predictions using text features, characteristics of genre, and structures ➢ write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources Wriitng ➢ decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables ➢ edit drafts using standard English conventions, including: (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey frequency and adverbs that convey degree; (vi) prepositions and prepositional phrases; (vii) pronouns, including reflexive; ➢ spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	4.7 E 4.4 4.9 D 4.7 F 4.10 C 4.6 C 4.7 B 4.2 A ii 4.11 C 4. 11 D 4.2 B i

Week 5	Biography	Barbed Wire Baseball	➢ make connections to personal experiences, ideas in other texts, and society ➢ establish purpose for reading assigned and self-selected texts ➢ respond using newly acquired vocabulary as appropriate ➢ explain how the use of text structure contributes to the author's purpose ➢ respond using newly acquired vocabulary as appropriate ➢ express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively ➢ explain the author's purpose and message within a text writing ➢ edit drafts using standard English conventions, (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue ➢ spelling words using knowledge of prefixes	4.6.E 4.6.A 4.7.F 4.10.B 4.7.D 4.1.C 4.10.A 4.11.D 4.11.D.x 4.2.B.v 4.12.A
Week 6	Inquiry and Research	Make It a Landmark!	➢ respond using newly acquired vocabulary as appropriate ➢ recognize characteristics and structures of argumentative text by ➢ identify and gather relevant information from a variety of sources ➢ edit drafts using standard English conventions, including	4.7.F 4.9.E 4.13.C 4.11.D

DARUL ARQAM ACADEMY NORTH

Scope and Sequence
4th Grade English

1st Quarter				
Resources:				
Week	Unit/Lesson		Learning Objectives	Reporting Categories (TEKS)
Unit 2 Week 7	Informational Text	Feathers: Not Just for Flying	➢ . interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating ➢ recognize characteristics and structures of informational text, including: (i) the central idea with supporting evidence ➢ establish purpose for reading assigned and self-selected texts ➢ monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. ➢ express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively WRITING ➢ compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft ➢ recognize characteristics and structures of informational text ➢ 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 ➢ demonstrate and apply spelling knowledge (Plurals) ➢ edit drafts using standard English conventions (complex sentences)	4.7.E 4.9.D 4.9.D.i 4.6.A 4.6.I 4.1.C 4.12.B 4.9.D 4.11.A 4.2.B 4.11.D.i

Week 8	Informational Text	Animal Mimics	➢ listen actively, ask relevant questions to clarify information, and make pertinent comments ➢ recognize characteristics and structures of informational text ➢ generate questions about text before, during, and after reading to deepen understanding and gain information ➢ explain how the use of text structure contributes to the author's purpose ➢ monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down Writing ➢ write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources ➢ respond using newly acquired vocabulary as appropriate ➢ develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and (ii) 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 ➢ edit drafts using standard English conventions	4.1.A 4.9.D 4.6.B 4.10.B 4.6.I 4.7.B 4.7.F 4.11.B 4.11.B.i 4.11.B.ii 4.2.B.i 4.11.D
Week 9	Fiction	Minn of Mississippi	➢ listen actively, ask relevant questions to clarify information, and make pertinent comments ➢ 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 ➢ respond using newly acquired vocabulary as appropriate ➢ analyze plot elements, including the rising action, climax, falling action, and resolution ➢ use text evidence to support an appropriate response ➢ use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words	4.1.A 4.8 4.7.F 4.8.C 4.7.C 4.3.B 4.12.B

			Writing ➢ compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft ➢ demonstrate and apply spelling knowledge (Irregular Plurals) ➢ edit drafts using standard English conventions (Common Nouns and Proper Nouns)	4.11.B 4.11.B.i 4.12.A 4.2.B 4.11.D
Week 10	Poetry	Butterfly Eyes and Other Secrets of the Meadow	➢ make connections to personal experiences, ideas in other texts, and society ➢ establish purpose for reading assigned and self-selected texts ➢ respond using newly acquired vocabulary as appropriate ➢ explain figurative language such as simile, metaphor, and personification that the poet uses to create images ➢ create mental images to deepen understanding ➢ use text evidence to support an appropriate response writing ➢ develop drafts into a focused, structured, and coherent piece of writing ➢ edit drafts using standard English conventions ➢ explain figurative language such as simile, metaphor, and personification that the poet uses to create images	4.6.E 4.6.A 4.7.F 4.9.B 4.6.D 4.7.C 4.11.B 4.11.D 4.9.B

2nd Quarter				
Week				
Week 11	Informational Text	The Weird and Wonderful Echidna and The Very Peculiar Platypus	➢ interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating ➢ recognize characteristics and structures of informational text ➢ respond using newly acquired vocabulary as appropriate ➢ synthesize information to create new understanding ➢ monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down ➢ express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively ➢ explain how the use of text structure contributes to the author's purpose Writing ➢ edit drafts using standard English conventions, (iii) singular, plural, common, and proper nouns ➢ write legibly in cursive to complete assignments ➢ compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft	4.7.E 4.9.D 4.7.F 4.6.H 4.6.I 4.1.C 4.10.B 4.11.D 4.11.D.iii 4.2.C 4.12.B

Week 12	Project Inquiry and Research	Saving Species	➢ work collaboratively with others to develop a plan of shared responsibilities ➢ recognize characteristics and structures of informational text ➢ identify and gather relevant information from a variety of sources ➢ revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity ➢ listen actively, ask relevant questions to clarify information, and make pertinent comments	4.1.D 4.9.D 4.13.C 4.11.C 4.1.A

2nd Quarter				
Week				
Unit 3 Week 13 and Week 14	Realistic Fiction	Out of my Mind	➢ interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating ➢ 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. ➢ respond using newly acquired vocabulary as appropriate ➢ explain the interactions of the characters and the changes they undergo ➢ make inferences and use evidence to support understanding ➢ express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively WRITING ➢ compose literary texts such as 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 ➢ developing an engaging idea with relevant details	4.7.E 4.8 4.7.F 4.8.B 4.6.F 4.1.C 4.12.A 4.11.A 4.11.B.ii 4.11.D.vi

			➢ prepositions and prepositional phrases	

Week 15	AUTOBIOGRAPHY	Trombone Shorty	➢ 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 ➢ 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 ➢ explain the author's purpose and message within a text ➢ make connections to personal experiences, ideas in other texts, and society ➢ compose argumentative texts, including opinion essays, using genre characteristics and craft WRITING ➢ punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue ➢ spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables ➢ past tense of irregular verbs	4.7 4.9 4.7.F 4.10.A 4.6.E 4.12.C 4.3.B 4.11.D.x 4.2.B.i 4.11.D.ii

2nd Quarter				
Week				
Week 16	FICTION	Weslandia and "The Circuit"	➢ interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; ➢ 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 ➢ respond using newly acquired vocabulary as appropriate ➢ explain how the use of text structure contributes to the author's purpose ➢ generate questions about text before, during, and after reading to deepen understanding and gain information ➢ write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources ➢ Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. ➢ spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables. ➢ edit drafts using standard English conventions	4.7.E 4.8 4.7.F 4.10.B 4.6.B 4.7.B 4.3 4.2.B.i 4.11.D
Week 17	Poetry	Poetry Collection	➢ explain figurative language such as simile, metaphor, and personification that the poet uses to create images ➢ 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 ➢ respond using newly acquired vocabulary as appropriate ➢ explain figurative language such as simile, metaphor, and personification that the poet uses to create images	4.9.B 4.8 4.7.F 4.9.B 4.6.D 4.1.C 4.3 4.12.A 4.2.B.i

			➢ create mental images to deepen understanding ➢ express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively ➢ Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary ➢ compose literary texts such as personal narratives and poetry using genre characteristics and craft ➢ spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	
Week 18	Inquiry and Research		➢ respond using newly acquired vocabulary as appropriate ➢ recognize characteristics and structures of argumentative text ➢ recognize the difference between paraphrasing and plagiarism when using source materials ➢ edit drafts using standard English conventions	4.7.F 4.9.E 4.13.F 4.11.D

2nd Quarter			
Week			
	End of Semester Review & Activities Benchmark Testing		

3rd Quarter				
Week				
Week 19 and Week 20	Traditional Literature	Can You Guess My Name?	➢ make connections to personal experiences, ideas in other texts, and society ➢ demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales ➢ establish purpose for reading assigned and self-selected texts ➢ explain the interactions of the characters and the changes they undergo ➢ synthesize information to create new understanding ➢ express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively ➢ determine the meaning of and use words with affixes such as mis-, sub-, -ment, and - ity/ty and roots such as auto, graph, and meter ➢ compose argumentative texts, including opinion essays, using genre characteristics and craft ➢ demonstrate and apply spelling knowledge ➢ edit drafts using standard English conventions	4.6.E 4.9.A 4.6.A 4.8.B 4.6.H4 4.1.C 4.3.C 4.12.C 4.2.B 4.11.D

Week 21 and Week 22	Drama	"La Culebra"	➢ interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating ➢ establish purpose for reading assigned and self-selected text ➢ explain structure in drama such as character tags, acts, scenes, and stage directions ➢ retell, paraphrase, or summarize texts in ways that maintain meaning and logical order; ➢ use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words ➢ demonstrate and apply phonetic knowledge by ➢ explain the author's purpose and message within a text; ➢ demonstrate and apply spelling knowledge by ➢ work collaboratively with others to develop a plan of shared responsibilities	4.7.E 4.6.A 4.9.C 4.7.D 4.7.C 4.3.B 4.2.A 4.10.A 4.2.B 4.1.D

Week 23	Myths	"Pandora" and "Race to the top"	➢ Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. ➢ demonstrate knowledge of distinguishing characteristics of well-known children's literatures such as folktales, fables, legends, myths, and tall tales; ➢ establish purpose for reading assigned and self-selected texts; ➢ infer basic themes supported by text evidence; ➢ evaluate details read to determine key ideas; ➢ express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively ➢ use print or digital resources to determine meaning, syllabication, and pronunciation ➢ identify, use, and explain the meaning of homophones such as reign/rain ➢ spelling homophones; ➢ explain the author's purpose and message within a text; ➢ write legibly in cursive to complete assignments ➢ compose argumentative texts, including opinion essays, using genre characteristics and craft	4.1 4.9.A 4.6.A 4.8.A 4.6.G 4.1.C 4.3.A 4.3.D 4.10.A 4.2.C 4.12.C 4.2.B.ii

Week 24	Unit 4 Benchmark Comprehension			
Week 25 and Week 26	Informational Text	Planet Earth	➢ make inferences and use evidence to support understanding; ➢ recognize characteristics and structures of informational text, including ➢ make and correct or confirm predictions using text features, characteristics of genre, and structures ➢ recognize characteristics and structures of informational text, including ➢ make inferences and use evidence to support understanding ➢ listen actively, ask relevant questions to clarify information, and make pertinent comments; ➢ demonstrate and apply phonetic knowledge ➢ recognize characteristics and structures of informational text, including ➢ 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 how the use of text structure contributes to the author's purpose; ➢ demonstrate and apply spelling knowledge by ➢ edit drafts using standard English conventions, including	4.6.F 4.9.D 4.6.C 4.9.D.ii 4.6.F 4.1.A 4.2.A 4.9.D 4.11.A 4.10.B 4.2.B 4.11.D

Week 27 and Week 28	Argumentative Text	The Top 10 Ways You Can Reduce Waste	➢ Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion ➢ Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading gradelevel text. ➢ generate questions about text before, during, and after reading to deepen understanding and gain information; ➢ recognize characteristics and structures of argumentative text by: ➢ retell, paraphrase, or summarize texts in ways that maintain meaning and logical order; ➢ use text evidence to support an appropriate response; ➢ use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words; ➢ demonstrate and apply phonetic knowledge by: ➢ compose literary texts such as personal narratives and poetry using genre characteristics and craft; ➢ identify and understand the use of literary devices, including first- or third-person point of view; ➢ demonstrate and apply spelling knowledge by:	4.1 4.4 4.6.B 4.9.E 4.7.D 4.7.C 4.3.B 4.2.A 4.12.A 4.10.E 4.2.B

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Scope and Sequence
4th Grade English

4th Quarter				
Resources:				
Week	Unit/Lesson		Learning Objectives	Reporting Categories (TEKS)
Week 29 and Week 30	Informational Text	Trash Paradise and "Bye Bye Plastic Bags on Bali"	➢ interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; ➢ recognize characteristics of multimodal and digital texts. ➢ generate questions about text before, during, and after reading to deepen understanding and gain information; ➢ use text evidence to support an appropriate response; ➢ make inferences and use evidence to support understanding ➢ use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words; ➢ demonstrate and apply phonetic knowledge by ➢ explain the author's purpose and message within a text; ➢ publish written work for appropriate audiences ➢ compose literary texts such as personal narratives and poetry using genre characteristics and craft; ➢ explain the author's purpose and message within a text; ➢ spelling words using knowledge of prefixes	4.7.E 4.9.F 4.6.B 4.7.C 4.6.F 4.3.B 4.2.A 4.10.A 4.11.E 4.12.A 4.10.A 4.2.B.v

4th Quarter				
Resources:				
Week	Unit/Lesson		Learning Objectives	Reporting Categories (TEKS)
Week 31 and 32	Project	Inquiry and Research	➢ generate and clarify questions on a topic for formal and informal inquiry; ➢ respond using newly acquired vocabulary as appropriate; ➢ compose correspondence that requests information. ➢ edit drafts using standard English conventions, including: ➢ listen actively, ask relevant questions to clarify information, and make pertinent comments; ➢ express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively	4.13.A 4.7.F 4.12.D 4.11.D 4.1.A 4.1.C