

Making Meaning Scope and Sequence Grade 4

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	
	The Reading Community	Recognizing Text Features	Questioning	Analyzing Text Structure	Making Inferences	Making Inferences	Analyzing Text Structure	Determining Important Ideas and Summarizing	Revisiting the Reading Community	
	Fiction	Expository Nonfiction	Expository Nonfiction	Fiction, Narrative Nonfiction, and Drama	Fiction and Poetry	Fiction and Narrative Nonfiction	Expository Nonfiction	Fiction and Narrative Nonfiction		
Texts	<ul style="list-style-type: none"> A Bad Case of Stripes The Old Woman Who Named Things Song and Dance Man 	<ul style="list-style-type: none"> Shattering Earthquakes Tying the Score: Men, Women, and Basketball Food for Thought: Cafeteria Menus Shape Up Nineteenth-Century Migration to America 	<ul style="list-style-type: none"> Animal Senses: How Animals See, Hear, Taste, Smell and Feel Slinky Scaly Slithering Snakes 	<ul style="list-style-type: none"> Thunder Cake The Princess and the Pizza Chicken Sunday The Bat Boy & His Violin Teammates Demeter and Persephone Co-chin and the Spirits Gluskabe and Old Man Winter from Pushing Up the Sky: Seven Native American Plays for Children 	<ul style="list-style-type: none"> Hurricane My Man Blue 	<ul style="list-style-type: none"> Amelia's Road Peppe the Lamplighter Coming to America: The Story of Immigration A Picture Book of Harriet Tubman 	<ul style="list-style-type: none"> Virtual Worlds: Community in a Computer School Uniforms: The Way to Go School Uniforms: No Way! How to Make Oobleck Simon's Sandwich Shop City of Lawrence Street Map Farm Workers Unite: The Great Grape Boycott 	<ul style="list-style-type: none"> Flight A Picture Book of Amelia Earhart In My Own Backyard A Picture Book of Rosa Parks Excerpt from Rosa Parks: My Story 		
Length	2 weeks	3 weeks	3 weeks	5 weeks	3 weeks	4 weeks	4 weeks	5 weeks	1 week	
Purpose	During Unit 1, the students begin the important work of building their reading community. They hear and talk about stories and discuss a video presentation of one of the stories. They also begin Individualized Daily Reading (IDR), learn how to select books at their independent reading levels, self-monitor their reading comprehension, and use a reading log. Socially, they learn the procedures for gathering for a read-aloud, "Turn to Your Partner," "Think, Pair, Share," and IDR.	During Unit 2, the students use text features to better understand information in expository texts. They hear and read nonfiction texts, explore text features, compare a first- and secondhand account of an event, and write in their reading journals. During IDR, the students practice self-monitoring their reading comprehension and begin to confer with the teacher individually about their reading lives and about the nonfiction books they are reading. Socially, they learn the procedure for "Think, Pair, Write" and develop the skill of explaining their thinking.	During Unit 3, the students use wondering and questioning to help them understand expository nonfiction texts as they continue an across-grades exploration of animal life. The students use schema to articulate all they know about the topic before they read. They learn the procedure for "Stop and Ask Questions" and use questioning to help them make sense of texts. During IDR, the students practice questioning as they read nonfiction texts independently, write in their reading journals, and continue to confer with the teacher individually about their use of comprehension strategies. They also review self-monitoring and learn "fix-up" strategies (rereading and reading ahead) that they can use when they don't understand what they have read.	During Unit 4, the students analyze the elements of narrative text structure in three different types of text: fiction, narrative nonfiction, and drama. They study character, setting, plot, conflict, and theme, and in the fiction and narrative nonfiction texts, they also discuss the use of first- and third-person point of view. They use questioning to help them make sense of text, look for answers to their questions in the text, and think about whether their questions are answered directly, indirectly, or not at all. During IDR, they practice asking themselves questions and analyzing text structure as they read independently.	During Unit 5, the students visualize and make inferences to make sense of narrative text and poetry, and they continue to ask questions and analyze the text structure of narrative text. They also learn to use a double-entry journal to record their thinking. During IDR, the students make inferences and use previously learned comprehension strategies to make sense of their independent reading. They continue to confer with the teacher individually about the texts they are reading.	During Unit 6, the students make inferences to understand characters and continue to use text structure to explore narrative text. They also use schema to articulate all they think they know about a topic before they read, and they make inferences to help them understand why something happens or what causes an event to happen as it does in nonfiction. During IDR, the students think about the comprehension strategies they use to make sense of their independent reading, think about the inferences they make as they read, and continue to confer with the teacher individually about the books they are reading.	During Unit 7, the students analyze how articles can inform by highlighting pros and cons and by investigating one side of an issue. They examine how functional texts, such as maps and directions, are organized to inform readers. They also look at textbooks and think about how expository text structures, such as sequence and compare/contrast, are used to organize the information in the text. During IDR, the students use comprehension strategies and continue to confer with the teacher individually about the texts they are reading.	During Unit 8, the students continue to make inferences to understand text. They also think about important ideas and supporting details in texts and use important ideas to build summaries. During IDR, the students think about the comprehension strategies they use when reading independently. They also identify important ideas and supporting details and practice summarizing.	During Unit 9, the students prepare book recommendations to share with the class, and they generate summer reading lists based on others' recommendations. They also review the reading comprehension strategies they have learned this year and discuss how the strategies help them make sense of what they read. During IDR, the students read texts of their choice and share and discuss what they are reading with the class. They also discuss their growth as readers and as members of a classroom community.	
Whole-class Comprehension	Students will: <ul style="list-style-type: none"> Discuss their reading lives Explore theme Make connections between the words of a story and a visual presentation of the words Discuss a character's feelings and thoughts 	Students will: <ul style="list-style-type: none"> Use text features to better understand information and locate key information in texts Analyze text features Compare first- and secondhand accounts of an event Learn how to use a reading journal Write about reading 	Students will: <ul style="list-style-type: none"> Use wondering/questioning to think about expository texts Use schema to think about all they know about a topic Build a body of knowledge about animal life Learn the procedure for "Stop and Ask Questions" Generate "I wonder" statements about a topic Ask questions about a book using who, what, where, when, why, and how Write about reading 	Students will: <ul style="list-style-type: none"> Explore narrative text structure through discussions of plot, setting, character, conflict, and theme Use questioning to think about narrative text Explore first- and third-person points of view Discuss character change and conflict Discuss ethical issues in a text Think about whether their questions are answered directly, indirectly, or not at all Compare two myths about a similar topic Explore differences between plays (drama) and prose Make connections between the words of a play and an oral presentation of the words Write about reading 	Students will: <ul style="list-style-type: none"> Make inferences to understand narrative texts and poetry Make inferences and visualize to understand poetry Use questioning to think about texts Discuss conflict and theme Visualize to make sense of poems and make inferences Use a double-entry journal Write about reading 	Students will: <ul style="list-style-type: none"> Make inferences to understand narrative and expository texts Make inferences to explore causal relationships in narrative and expository texts Make inferences about a character as they hear a story Discuss character and conflict or problem and make inferences to understand characters and character change Discuss theme, setting, and plot Brainstorm what they think they know about a nonfiction topic Explore social and ethical issues in a story Write about reading 	Students will: <ul style="list-style-type: none"> Skim expository nonfiction articles by reading the titles, subtitles, headings, and subheadings Identify what they learn from articles, functional texts, and expository texts Analyze how information in articles, functional texts, and expository texts is organized and how they help inform readers Explore the author's opinion Explore how articles can inform by highlighting pros and cons Explore how articles can inform by investigating one side of an issue Use text structure to analyze an expository text Explore sequence and compare/contrast relationships in a text Write about reading 	Students will: <ul style="list-style-type: none"> Make inferences about texts Discuss point of view and plot Determine important ideas and supporting details in texts Take notes about important ideas Discuss point of view and setting Brainstorm what they think they know about the topic of a story Compare first- and secondhand accounts of an event Explore summaries Build summaries of their own books and share with partners Get and receive feedback about summaries and revise based on feedback Write about reading 	Students will: <ul style="list-style-type: none"> Prepare book recommendations for summer reading Share book recommendations for summer reading Plan their summer reading Reflect on and write about their reading lives Reflect on the comprehension strategies they are using Write about reading 	
Independent Practice (IDR)	Students will: <ul style="list-style-type: none"> Learn the procedure for Individualized Daily Reading (IDR) Learn a procedure for selecting texts at their independent reading levels Share their reading with partners and the class Learn and practice a procedure for self-monitoring Read independently for up to 15 min. 	Students will: <ul style="list-style-type: none"> Practice self-monitoring Begin conferring about the students' reading lives Share their reading with partners and the class Practice analyzing text features and identifying what they learn from them Read independently for 15–20 min. 	Students will: <ul style="list-style-type: none"> Learn and practice "fix-up" strategies: rereading and reading ahead Wonder and ask questions about the topics of their texts and notice whether the texts explain what they wonder about and answer their questions Share interesting things they learned from their texts with partners Read independently for 20–25 min. 	Students will: <ul style="list-style-type: none"> Review and practice self-monitoring and "fix-up" strategies Discuss the setting, plot, and characters in their stories Discuss point of view in their stories Notice questions they have about their books as they read and share them with the class Think about theme in their stories Read independently for 25–30 min. 	Students will: <ul style="list-style-type: none"> Review and practice self-monitoring and "fix-up" strategies Think about story elements as they read Notice questions they have about their books as they read Practice visualizing as they read Practice making inferences as they read Read independently for up to 30 min. 	Students will: <ul style="list-style-type: none"> Review and practice self-monitoring and "fix-up" strategies Identify which comprehension strategies they use as they read Think about inferences they make as they read Read independently for up to 30 min. 	Students will: <ul style="list-style-type: none"> Review and practice self-monitoring and "fix-up" strategies Identify which comprehension strategies they use as they read Notice text features in their texts and what they learn from them Think about what they learned from their reading Think about how texts are organized as they read (e.g., sequence, numbered steps) Read independently for up to 30 min. 	Students will: <ul style="list-style-type: none"> Review and practice self-monitoring and "fix-up" strategies Identify which comprehension strategies they used when reading independently Think about important ideas in their reading and share with the class Self-monitor to think about important ideas Write summaries Think about point of view in the books they are reading Read independently for up to 30 min. 	Students will: <ul style="list-style-type: none"> Confer about their reading lives Review and discuss self-monitoring and "fix-up" strategies Share interesting or surprising things they read about in their texts Read independently for up to 30 min. 	
Whole-class Vocabulary	In Weeks 1–2 students will: <ul style="list-style-type: none"> Learn and use 12 words from or about the unit's texts: bizarre, effective, ineffective, get-up-and-go, sag, creak, reminisce, trim, transform, sidesplitting, enthusiastic, adore Use the prefix in- to determine word meanings Recognize antonyms Recognize idioms Recognize words with multiple meanings Recognize shades of meaning Recognize synonyms Review words previously learned Build their speaking and listening skills 	In Weeks 3–5 students will: <ul style="list-style-type: none"> Learn and use 18 words from or about the unit's texts: slight, topple, severe, landscape, tilt, rubble, rowdy, impressive, analyze, trend, boost, hardship, seek, year, plead, experience, custom Review synonyms Use context to determine word meanings Use the suffix -er Recognize words with multiple meanings Explore shades of meaning Use a dictionary, glossary, or thesaurus Review words previously learned Build their speaking and listening skills 	In Weeks 6–8 students will: <ul style="list-style-type: none"> Learn and use 24 words from or about the unit's texts: dissimilar, focus, function, sensitive, critical, obstacle, nosing around, edible, inedible, consistent, inconsistent, consistently, keen, ideal, flee, resemble, blotch, lethal Review antonyms and synonyms Recognize words with multiple meanings Use context to determine word meanings Explore the prefixes un- and dis- Use the prefix in- and the suffix -ly Recognize words with multiple meanings Review words previously learned Build their speaking and listening skills 	In Weeks 9–13 students will: <ul style="list-style-type: none"> Learn and use 30 words from or about the unit's texts: survey, below, luscious, humble, rummage, mislead, ceremony, desire, pelt, misjudge, glower, intricate, inspire, rickety, jittery, launch, intimidate, circulate, offer, rejoice, neglect, mysterious, enraged, compromise, wise, unwise, greedy, pursue, deceive, crouch Use context to determine word meanings Review synonyms and antonyms Recognize shades of meaning Recognize words with multiple meanings Use the suffixes -ly and -er Use the prefix mis- Explore the suffix -able Recognize Latin roots, adages, and proverbs Review words previously learned Build their speaking and listening skills 	In Weeks 14–16 students will: <ul style="list-style-type: none"> Learn and use 18 words from or about the unit's texts: secure, thoroughly, indignantly, sustain, serene, stalk, rugged, conceal, amiable, dubious, sandwiched, blunt out, glum, gleeful, fume, imprudent, prudent, reduce Review synonyms and antonyms Use the suffix -ly Recognize words with multiple meanings Use context to determine word meanings Recognize idioms Explore the prefix im- Review words previously learned Build their speaking and listening skills 	In Weeks 17–20 students will: <ul style="list-style-type: none"> Learn and use 24 words from or about the unit's texts: loathe, labor, crave, lend a hand, permanent, humdrum, formal, informal, process, prior to, initial, pessimistic, optimistic, ambition, rove, inadequate, adequate, scrutinize, ineligible, eligible, mistreat, apprehensive, refuge, bliss, valiant, revere Review synonyms and antonyms Use context to determine word meanings Use an online dictionary and thesaurus to determine word meanings Recognize idioms Use the suffixes -ly and -er and the prefixes in- and mis- Explore the prefix im- Use Latin roots Recognize shades of meaning Use a dictionary, glossary, or thesaurus Review words previously learned Build their speaking and listening skills 	In Weeks 21–24 students will: <ul style="list-style-type: none"> Learn and use 24 words from or about the unit's texts: proficient, engage, hinder, humdrum, formal, informal, process, prior to, initial, precise, manually, note, conditions, humane, inhumane, ensure, equitable, inequitable, perilous, exclusive, inclusive, harass, jubilant, endure Review synonyms and antonyms Recognize words with multiple meanings Use context to determine word meanings Use the prefix in- and the suffix -ly Use Latin roots Review words previously learned Build their speaking and listening skills 	In Weeks 25–29 students will: <ul style="list-style-type: none"> Learn and use 24 words from or about the unit's texts: plunge, vigilant, dense, uniform, alternative, dazed, raises eyebrows, reputation, desperate, precarious, feat, hazard, speculate, envision, in the blink of an eye, imposing, recede, eerie, segregate, integrate, safeguard, defy, misfortune, merit Review antonyms and synonyms Use the suffix -er and the prefix mis- Recognize words with multiple meanings Recognize idioms Use Latin roots Use context to determine word meanings Write a story using review words Review words previously learned Build their speaking and listening skills 	In Week 30 students will: <ul style="list-style-type: none"> Review words they have learned during the year 	
Social Skills Development	Students will: <ul style="list-style-type: none"> Learn the procedure for gathering for a read-aloud Gather in a responsible way Share their reading lives Explain their thinking and listen carefully Learn and practice "Turn to Your Partner" Learn and practice "Think, Pair, Share" Listen to one another 	Students will: <ul style="list-style-type: none"> Learn the procedure for "Think, Pair, Write" Begin working with new partners Share their partners' thinking with the class Solve problems working together Analyze the effects of their behavior on the group work Examine how they are handling books and materials 	Students will: <ul style="list-style-type: none"> Begin working with new partners Act respectfully toward their partners Learn discussion prompts to build on one another's thinking 	Students will: <ul style="list-style-type: none"> Begin working with new partners Solve problems by working together Agree and disagree in a caring way Learn to use discussion prompts in pairs 	Students will: <ul style="list-style-type: none"> Begin working with new partners Learn to confirm another person's thinking (Learn to use the prompt "I heard you say _____. Did I get that right?") Learn to use clarifying questions and statements Learn the procedure for "Heads Together" Contribute to group work Include everyone in the work and discussions 	Students will: <ul style="list-style-type: none"> Begin working with new partners Continue to confirm another person's thinking (Practice using the prompt "I heard you say _____. Did I get that right?") Continue to use clarifying questions and statements 	Students will: <ul style="list-style-type: none"> Begin working with new partners and groups Work in a responsible way during group work Use discussion prompts in small-group discussions 	Students will: <ul style="list-style-type: none"> Begin working with new partners Give reasons for their opinions Reach agreement before making decisions Discuss their opinions respectfully Support one another's independent work Give feedback in a caring way 	Students will: <ul style="list-style-type: none"> Reflect on their growth as readers Share book recommendations for summer reading Reflect on their contributions to the reading community Reflect on how they have benefited from the reading community 	

Being a Writer Scope and Sequence Grade 4

	Unit 1	Unit 2	Genre	Genre	Genre	Genre	Genre	Genre	Unit 9
	The Writing Community	The Writing Process	Personal Narrative	Fiction	Expository Nonfiction	Functional Writing	Opinion Writing	Poetry	Revisiting the Writing Community
Texts	<ul style="list-style-type: none"> Sylvester and the Magic Pebble Wizzil "About William Steig" "I'm Sorry" "I'm Much Too Tired to Play Tonight" "The Fly Is In" The Bicycle Man Tea with Milk "About Allen Say" Desert Voices Everything Reptile 	<ul style="list-style-type: none"> "More About Allen Say" 	<ul style="list-style-type: none"> "First Days," "Mama Sewing," "Joe Louis," "Learning the Hard Way" and "Hot Rolls" from Childtimes: A Three-Generation Memoir The Moon and I "The Mirror" "Little Things" 	<ul style="list-style-type: none"> Tar Beach Night of the Gargoyles Miss Rumphius Owl Moon Roxaboxen The Day of Ahmed's Secret Morning on the Lake "About Jane Yolen" 	<ul style="list-style-type: none"> Australia Kenya: A Question and Answer Book Mexico A Visit to Italy The Ultimate Fact Book A Visit to Japan 	<ul style="list-style-type: none"> "Carrot Salad" "Carrot and Raisin Salad" 1-2-3 Draw Cartoon People "Expressions" "Making a character" The Book of Cards for Kids "1, 2, 3 Dragon" "Catching Stars" 	<ul style="list-style-type: none"> "Bugs Are Creepy" "Insects Are Amazing" "Helping Other Countries" "It Is Our Money and We Need It" "Bike Helmets" 	<ul style="list-style-type: none"> "Feeling Ill" "Lullaby" "lawnmower" "Windy Nights" "Up and Down" "Egg" "Crickets" "Over My Toes" "cow" "Poet Quotes: What Is Poetry?" 	<ul style="list-style-type: none"> "Writing Habits of Professional Authors"
Length	3 weeks	2 weeks	4 weeks	6 weeks	6 weeks	3 weeks	3 weeks	2 weeks	1 week
Purpose	In Unit 1, the students begin to see themselves as contributing members of a caring writing community. They hear and discuss examples of good writing and begin to learn about the writing practices of professional authors. They explore prewriting techniques and write freely in their writing notebooks about things that interest them. They learn cooperative structures that they will use throughout the year, as well as discussion prompts to help them listen and connect their comments during class discussions. They also confer with one another about their writing.	In Unit 2, the students learn about the writing process by working with pieces of writing from their first drafts through publication. They select drafts to develop and publish. They reread their work critically and revise it, deleting extraneous information and clarifying confusing passages. They replace overused words with more interesting ones and explore strong opening sentences. They learn procedures for proofreading for spelling and conventions. They write final versions, publish them as books, and present their books from the Author's Chair.	In this unit, the students explore the genre of personal narrative and write about significant topics and events from their lives. They explore the characteristics of a good personal narrative, including sensory details, transitional words and phrases, engaging openings, and effective endings. They learn about the writing practices of professional authors as they hear, discuss, and write personal narratives.	In this unit, the students explore fiction writing and they draft, revise, and publish their own stories. By hearing different kinds of fiction and exploring how authors get ideas and put stories together, the students learn how to integrate elements of character, setting, and plot into their own writing. They explore features of good fiction including descriptive details, transitional words and phrases, and endings that bring a story's events to a close. They learn important skills and conventions pertinent to fiction writing, such as punctuating dialogue, punctuating for effect, and using first- and third-person points of view.	In this unit, the students immerse themselves in nonfiction texts about countries. Each pair of students writes, revises, and publishes an informational report about a country. The students learn research skills, such as taking notes, categorizing information by subtopic, and conducting effective Internet searches. They learn about features of expository text, such as author biography sections and tables of contents. They write an introduction to their report that captures the reader's interest. Partners use facts and examples to add substance to their writing, transitional words and phrases to link ideas, and conclusions that bring a report to a close. The students practice relevant skills and conventions, such as correcting run-on sentences and fragments.	In this unit, the students explore functional writing. They read and discuss recipes and directions, explore craft elements of functional writing, and write directions for others to follow. They explore using modal auxiliaries, such as can, may, and must, in their directions. As the students write, they consider the audience and purpose of their directions, and review them for sequence, completeness, accuracy, and clarity. The students frequently work with partners and in groups of four during the unit.	In this unit, the students read and write persuasive essays defending particular opinions as they explore elements of opinion writing. They brainstorm topics and select opinions to write about. They identify an audience and purpose for their essays, state their opinions and support them with reasons, and use transitional words and phrases to connect opinions with reasons. They write introductions that capture the reader's interest and conclusions that restate their opinions and bring their essays to a close. They practice relevant skills and conventions, such as indenting paragraphs and correcting run-on sentences. They confer in pairs and revise their essays based on partner feedback.	In this unit, the students hear, discuss, and write poetry. They think about what makes a poem a poem and informally explore imagery, sound, and form in poetry. They learn to listen to the language in poems and think about what poems look like on the page. They generate ideas for poems, including writing about feelings, objects, weather, animals, and things that make noise. The students learn that poets can break capitalization and punctuation rules intentionally, and they think about what this would look like in their own poems.	In Unit 9, the students review the writing they have done this year and reflect on their growth as writers and as members of the classroom writing community. They write letters to next year's class about what it means to be a writer, reflect on and write about a favorite author, and plan their summer writing. They thank their classmates for supporting them this year, and they express interest in and appreciation for one another's writing and thinking.
Writing Craft and Genre	Students will: <ul style="list-style-type: none"> Hear and discuss good writing Learn about a professional author Explore prewriting techniques 	Students will: <ul style="list-style-type: none"> Develop and publish a draft (from Unit 1) Reread their drafts critically and revise them Explore strong opening sentences 	Students will: <ul style="list-style-type: none"> Hear and discuss personal narratives Write about single, interesting events from students' own lives Explore learning (or change) in personal narratives Use sensory details Use transitional words and phrases Use transitional words and phrases Write engaging openings Write endings that draw a story's events to a close 	Students will: <ul style="list-style-type: none"> Hear and discuss fiction stories Become familiar with character, plot, and setting Describe settings that work within a story Develop characters through speech and thoughts Use descriptive details to convey setting Use transitional words and phrases Write endings that bring a story's events to a close 	Students will: <ul style="list-style-type: none"> Explore Q&A and other nonfiction formats Select a country to research and write about Explore text features Do pre-research writing and narrow research focus Identify effective keywords for an Internet search Take notes and organize information by subtopic Employ facts and examples related to the topic Use transitional words and phrases Write interesting introductions and endings Write author biography sections and tables of contents 	Students will: <ul style="list-style-type: none"> Hear, read, and discuss functional writing Write directions for recipes, cartoon drawings, and games Identify audience and purpose for functional writing Check directions for sequence, completeness, accuracy, and clarity 	Students will: <ul style="list-style-type: none"> Hear and discuss persuasive essays Write about personal opinions Use reasons to support opinions Add facts and details to support reasons Identify the audience and purpose of opinion writing Write clear statements of opinion Explore strong openings and conclusions that restate the opinion Use transitional words and phrases to connect opinions and reasons 	Students will: <ul style="list-style-type: none"> Hear and discuss poems Explore sound, imagery, and form in poems Write poems about topics of interest Generate ideas for poems Use sensory details Use simile, personification, onomatopoeia, and repetition of words and sounds Use rhythm and rhyme Explore the length of lines, number of lines and stanzas, placement of words on the page, and shapes of poems 	Students will: <ul style="list-style-type: none"> Reflect on growth as writers and as community members Think about challenges they faced and what they have learned about writing Review authors studied this year and reflect on and write about their favorite authors Learn about the writing habits of professional authors Plan summer writing
Skills and Conventions	Students will: <ul style="list-style-type: none"> Explore first- and third-person points of view 	Students will: <ul style="list-style-type: none"> Generate alternatives for overused words Look for confusing or extraneous information in their drafts Proofread their writing for correct spelling, punctuation, and capitalization Skill Practice Teaching Guide <ul style="list-style-type: none"> Identify complete sentences (Lesson 1) Identify compound sentences (Lesson 2) 	Students will: <ul style="list-style-type: none"> Identify and correct commonly misused words (its/it's; to/too/two) Recognize and correct sentence fragments Recognize and correct run-on sentences Proofread for spelling, punctuation, and grammar Skill Practice Teaching Guide <ul style="list-style-type: none"> Identify complex sentences (Lesson 3) Identify sentence fragments (Lesson 4) Identify run-on sentences (Lesson 5) Use singular, plural, and possessive nouns (Lesson 7) 	Students will: <ul style="list-style-type: none"> Use interesting adjectives Explore pronouns and first- and third-person points of view Punctuate speech and punctuate for effect Recognize and correct run-on sentences Proofread for spelling, punctuation, and grammar Skill Practice Teaching Guide <ul style="list-style-type: none"> Use subject and object pronouns (Lesson 8) Use possessive pronouns (Lesson 9) Use relative pronouns (Lesson 10) Explore noun-pronoun agreement (Lesson 11) Explore commonly misused words (Lesson 12) Explore verbs (Lesson 14) 	Students will: <ul style="list-style-type: none"> Capitalize languages, religions, and holidays Recognize and correct run-on sentences Recognize and correct sentence fragments Proofread for spelling, punctuation, and grammar Skill Practice Teaching Guide <ul style="list-style-type: none"> Explore simple verb tenses (Lesson 15) Explore progressive verb tenses (Lesson 16) Explore perfect verb tenses (Lesson 17) Explore modal auxiliary verbs (Lesson 18) Use subject-verb agreement (Lesson 19) Explore formal and informal English (Lesson 20) 	Students will: <ul style="list-style-type: none"> Use modal auxiliaries, such as can, may, and must Proofread for spelling, punctuation, and grammar Skill Practice Teaching Guide <ul style="list-style-type: none"> Explore adjectives and order of adjectives in sentences (Lesson 22) Explore adverbs (Lesson 23) Explore relative adverbs (Lesson 24) 	Students will: <ul style="list-style-type: none"> Identify and indent paragraphs Recognize and correct run-on sentences Proofread for spelling, punctuation, and grammar Skill Practice Teaching Guide <ul style="list-style-type: none"> Explore prepositions and prepositional phrases (Lesson 25) Explore proper nouns, proper adjectives, and titles of address (Lesson 27) Use commas in letters (Lesson 28) 	Students will: <ul style="list-style-type: none"> Explore how poets follow or intentionally break punctuation and capitalization rules for poetic effect Proofread for spelling and (if applicable) punctuation Skill Practice Teaching Guide <ul style="list-style-type: none"> Use commas and quotation marks in dialogue and direct quotations (Lesson 29) 	Students will: <ul style="list-style-type: none"> Use their word banks and proofreading notes to proofread their writing
Independent Practice	Students will: <ul style="list-style-type: none"> Build stamina for writing independently (e.g., 10–20 min. building to 30 min.) Write freely about topics that interest them Generate ideas from their own lives that they can write about Generate ideas from nonfiction texts 	Students will: <ul style="list-style-type: none"> Build stamina for writing independently (e.g., 20–25 min. building to 30 min.) Select one draft to complete and publish Write strong opening sentences Communicate ideas clearly in writing Connect ideas in a way that makes sense Make revisions that make sense and improve their writing 	Students will: <ul style="list-style-type: none"> Write independently for 30 min. Draft personal narratives Select one draft to complete and publish Communicate their ideas clearly in writing Describe an interesting personal experience Use sensory details and transitional words and phrases Write strong opening sentences and a closing that wraps it up Recognize and correct commonly misused words to/too/two and its/it's Assess their own writing Make revisions that make sense and improve their writing 	Students will: <ul style="list-style-type: none"> Write independently for 30 min. Draft fiction stories and select one draft to complete and publish Write stories that make sense and have characters with distinct traits that are shown through action, speech, or thought Use transitional words and phrases Write an ending that draws the story's events to a close Use sensory details to convey the setting Use adjectives to make the writing more descriptive Explore pronouns and use first- and third-person point of view consistently Make revisions that make sense and improve their writing 	Students will: <ul style="list-style-type: none"> Write independently for 30 min. Write information they have learned or are curious about Find information about a country they have chosen Write notes about their countries in their own words (include facts, details, and definitions related to their topics) Categorize and order their notes in a way that makes sense Use their notes to write coherently about their topics Use transitional words and phrases Use expository text features Make revisions that make sense and improve their writing 	Students will: <ul style="list-style-type: none"> Write independently for 30 min. Write directions that are complete, clear and easy to follow, accurate, and in a sequence that makes sense Write directions that provide the reader with all of the needed information Use can, may, or must to make their directions clearer and easier to understand Make revisions that make sense and improve their writing 	Students will: <ul style="list-style-type: none"> Write independently for 30 min. Identify opinions to write about Write an interesting opening Clearly state their opinions in their opening paragraphs Give several different reasons supported with facts and details that support their opinions Use transitional words and phrases Conclude the essay by restating their opinions Organize their essays into paragraphs that are correctly indented Make revisions that make sense and improve their writing 	Students will: <ul style="list-style-type: none"> Write independently for 30 min. Attempt to write poems rather than stories Include sensory details in poems Include other elements of poetry (e.g., sound, shape, placement of words on the page) Consistently apply punctuation and capitalization choices throughout their poems Make revisions that make sense and improve their writing 	Students will: <ul style="list-style-type: none"> Write independently for 30 min. Write letters to next year's class about ways to be good writers
Social Skills Development	Students will: <ul style="list-style-type: none"> Learn the procedures for gathering, Writing Time, "Turn to Your Partner," "Think, Pair, Share," and pair conferring Express interest in and appreciation for one another's writing Act responsibly while writing and conferring during Writing Time Learn discussion prompts to build on one another's thinking Ask one another questions about their writing Use pair conference time responsibly 	Students will: <ul style="list-style-type: none"> Give their full attention to the person who is speaking Ask for and receive feedback Give feedback in a helpful way Work independently during Writing Time Initiate pair conferences about their drafts Act considerately toward others Discuss problems that arise in pair conferences Handle materials responsibly Share materials fairly Present from the Author's Chair 	Students will: <ul style="list-style-type: none"> Work with new partners Share their partners' thinking with the class Discuss and solve problems that arise in their work together 	Students will: <ul style="list-style-type: none"> Work with new partners Cultivate a relaxed attitude toward writing Anticipate and solve problems that arise in their work together Initiate pair conferences about their drafts 	Students will: <ul style="list-style-type: none"> Work with new partners Assess how a solution is working and modify it if necessary Reach agreement before making decisions Make fair decisions Share the work fairly Agree and disagree in a caring way Include one another and contribute to group work Make decisions about how they will present their reports from the Author's Chairs 	Students will: <ul style="list-style-type: none"> Work with new partners Share ways they have dealt with challenges in their writing Play games fairly and respectfully Give feedback respectfully 	Students will: <ul style="list-style-type: none"> Work with new partners Share what they learn about their partners Respectfully consider the opinions of others 	Students will: <ul style="list-style-type: none"> Work with new partners 	Students will: <ul style="list-style-type: none"> Reflect on their contributions to the writing community Reflect on their contributions to the writing community Reflect on how they have benefited from the writing community Thank one another for their help