

4th Grade Writing Scope and Sequence 2020-2021

TEKS Distribution among units

	4.11D (viii)	4.11D (vii)	4.11D (vi)	4.11D (v)	4.11D (iv)	4.11D (iii)	4.11D (ii)	4.11D (i)	4.11D	4.11C	4.11B (ii)	4.11B (i)	4.11A	4.10G	4.10F	4.10E	4.10D	4.10C	4.10B	4.10A	4.9F	4.9E (iii)	4.9E (ii)	4.9E (i)	4.9D (iii)	4.9D (ii)	4.9D (i)	4.9B	4.8D	4.8C	4.8B	4.8A	4.2C	4.2B (vi)	4.2B (v)	4.2B (iv)	4.2B (iii)	4.2B (ii)	4.2B (i)	4.1D	4.1C	4.1B	4.1A				
Unit 1	X					X		X	X	X	X	X	X				X	X		X									X				X	X	X												
Unit 2									X	X	X	X	X		X	X	X	X	X	X	X								X																		
Unit 3	X									X	X	X	X		X	X	X	X	X	X	X												X	X	X												
Unit 4		X	X			X							X	X	X	X	X	X	X	X	X					X	X	X					X	X													
Unit 5		X	X			X				X	X	X	X	X	X	X	X	X	X	X	X					X	X	X						X			X										
Unit 6					X								X	X	X	X	X	X	X	X	X	X	X	X										X													
Unit 7	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					X	X	X						X	X	X	X	X	X	X	X	X	X	X	X	X	
Unit 8		X	X							X	X	X	X	X	X	X	X	X	X	X	X										X	X	X	X	X												

	4.11D(x)	4.11D(y)	4.11E	4.12A	4.12B	4.12C	4.12D
Unit 1			X	X			
Unit 2			X	X	X		
Unit 3		X	X	X	X		
Unit 4	X		X	X		X	
Unit 5	X		X	X		X	
Unit 6		X	X	X		X	X
Unit 7	X	X	X	X		X	
Unit 8		X	X	X	X		

4th Grade Writing Scope and Sequence 2020-2021

Grading Period 1

Note: Includes 2 days for 2020 – 2021 School Year Orientation

Unit 1: Launching Writing Workshop

Estimated Date Range: 8/17/20-9/22/20

Estimated Time Frame: 26 days

Note: Unit includes 2 days for re-engagement. In Balanced Literacy, re-engagement is incorporated throughout Writing Workshop daily.

Concepts within the Unit	TEKS
<p>Concept #1: <i>We Are All Writers</i> Suggested Days: 11</p>	<p><u>Priority Standards</u> 4.1 (A) listen actively, ask relevant questions to clarify information, and make pertinent comments; 4.1 (C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; and 4.1 (D) work collaboratively with others to develop a plan of shared responsibilities</p> <p><u>Important Standards</u> 4.10 (A) explain the author's purpose and message within a text;</p> <p><u>Integrated Standards</u> 4.11D (i) edit drafts using standard English conventions, including: complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; 4.11D (iii) edit drafts using standard English conventions, including: singular, plural, common, and proper nouns; 4.11D (viii) edit drafts using standard English conventions, including: coordinating conjunctions to form compound subjects, predicates, and sentences; 4.11D (xi) edit drafts using standard English conventions, including: correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and 4.1 (B) follow, restate, and give oral instructions that involve a series of related sequences of action; 4.2 (C) write legibly in cursive to complete assignments.</p>
<p>Concept #2: <i>Writers Use the Writing Process</i> Suggested Days: 15</p>	<p><u>Priority Standards</u> 4.11 (A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; 4.11B (i) develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, and a conclusion; and</p>

	<p>4.11B (ii) develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details</p> <p>4.11 (C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity</p> <p>4.11(D) edit drafts using standard English conventions, including:</p> <p>4.11(E) publish written work for appropriate audiences.</p> <p><u>Important Standards</u></p> <p>4.10 (A) explain the author's purpose and message within a text;</p> <p><u>Integrated Standards</u></p> <p>4.11D (i) edit drafts using standard English conventions, including: complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</p> <p>4.11D (iii) edit drafts using standard English conventions, including: singular, plural, common, and proper nouns;</p> <p>4.11D (viii) edit drafts using standard English conventions, including: coordinating conjunctions to form compound subjects, predicates, and sentences;</p> <p>4.11D (xi) edit drafts using standard English conventions, including: correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and</p> <p>4.2 (C) write legibly in cursive to complete assignments.</p>
<p align="center">Unit 2: Poetry: Playing with Author's Craft</p> <p align="center">Estimated Date Range: 9/23/20-10/8/20</p> <p align="center">Estimated Time Frame: 13 days</p> <p align="center">Note: Unit includes 2 days for re-engagement. In Balanced Literacy, re-engagement is incorporated throughout Writing Workshop daily.</p>	
Concepts within the Unit	TEKS
<p>Concept #1: <i>Writers Analyze Mentor Poems to Get Ideas</i></p> <p>Suggested Days: 3</p>	<p><u>Priority Standards</u></p> <p>4.11 (A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;</p> <p>4.10 (A) explain the author's purpose and message within a text;</p> <p><u>Important Standards</u></p> <p>4.12 (A) compose literary texts such as personal narratives and poetry using genre characteristics and craft;</p> <p>4.9 (B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images</p> <p>4.10 (B) explain how the use of text structure contributes to the author's purpose;</p>

	<p>4.10 (C) analyze the author's use of print and graphic features to achieve specific purposes; 4.10 (D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes; 4.10 (E) identify and understand the use of literary devices, including first- or third-person point of view; 4.10 (F) discuss how the author's use of language contributes to voice;</p> <p><u>Integrated Standards</u></p> <p>4.1 (A) listen actively, ask relevant questions to clarify information, and make pertinent comments; 4.1 (B) follow, restate, and give oral instructions that involve a series of related sequences of action; 4.1 (C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; 4.1 (D) work collaboratively with others to develop a plan of shared responsibilities. 4.2 (C) write legibly in cursive to complete assignments</p>
<p>Concept #2: <i>Writers Use Craft to Achieve Their Purpose</i></p> <p>Suggested Days: 10</p>	<p><u>Priority Standards</u></p> <p>4.11 (A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; 4.11B (i) develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction, transitions, and a conclusion; 4.11B (ii) develop drafts into a focused, structured, and coherent piece of writing by: developing an engaging idea with relevant details; 4.11 (C) develop drafts into a focused, structured, and coherent piece of writing by: revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; 4.11(D) develop drafts into a focused, structured, and coherent piece of writing by: edit drafts using standard English conventions, including: 4.11(E) develop drafts into a focused, structured, and coherent piece of writing by: publish written work for appropriate audiences. 4.10 (A) explain the author's purpose and message within a text;</p> <p><u>Important Standards</u></p> <p>4.12 (A) compose literary texts such as personal narratives and poetry using genre characteristics and craft; 4.9 (B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images 4.10 (B) explain how the use of text structure contributes to the author's purpose; 4.10 (C) analyze the author's use of print and graphic features to achieve specific purposes;</p>

	<p>4.10 (D) 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 achieves specific purposes;</p> <p>4.10 (E) identify and understand the use of literary devices, including first- or third-person point of view;</p> <p>4.10 (F) discuss how the author's use of language contributes to voice;</p> <p><u>Integrated Standards</u></p> <p>4.11(D) edit drafts using standard English conventions, including:</p> <p>4.11D (xi) edit drafts using standard English conventions, including: correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words;</p> <p>4.1 (A) listen actively, ask relevant questions to clarify information, and make pertinent comments;</p> <p>4.1 (B) follow, restate, and give oral instructions that involve a series of related sequences of action;</p> <p>4.1 (C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;</p> <p>4.1 (D) work collaboratively with others to develop a plan of shared responsibilities.</p> <p>4.2 (C) write legibly in cursive to complete assignments</p>
<p style="text-align: center;">Word Study</p> <p style="text-align: center;">Estimated Date Range: 08/17/20-10/8/20</p> <p style="text-align: center;">Estimated Time Frame: 39 days</p> <p style="text-align: center;">Note: Unit includes 12 days for re-engagement. In Balanced Literacy, re-engagement is incorporated throughout Writing Workshop daily.</p>	
Concepts within the Unit	TEKS
Spelling	<p><u>Integrated Standards</u></p> <p>4.2B (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> <p>4.2B (vi) spelling words using knowledge of suffixes, including changing y to i, and doubling final consonants; demonstrate and apply spelling knowledge by:</p> <p>4.2B (ii) spelling homophones;</p> <p>4.2B (v) spelling words using knowledge of prefixes; and</p> <p>4.2B (iii) spelling multisyllabic words with multiple sound-spelling patterns;</p>

Grading Period 2

Unit 3: Personal Narrative—Focusing on the Message

Estimated Date Range: 10/12/20-11/20/20

Estimated Time Frame: 29 days

Note: Unit includes 4 days for re-engagement. In Balanced Literacy, re-engagement is incorporated throughout Writing Workshop daily.

Concepts within the Unit	TEKS
<p>Concept #1: <i>When Writers Write Personal Narratives, They Write About Small Moments in Time</i></p> <p>Suggested Days: 15</p>	<p>Priority Standards</p> <p>4.11 (A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;</p> <p>4.11B (i) develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction, transitions, and a conclusion; and</p> <p>4.11B (ii) develop drafts into a focused, structured, and coherent piece of writing by: developing an engaging idea with relevant details</p> <p>4.11 (C) develop drafts into a focused, structured, and coherent piece of writing by: revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity</p> <p>4.11(D) develop drafts into a focused, structured, and coherent piece of writing by: edit drafts using standard English conventions, including:</p> <p>4.11(E) develop drafts into a focused, structured, and coherent piece of writing by: publish written work for appropriate audiences.</p> <p>4.8 (A) infer basic themes supported by text evidence;</p> <p>4.8 (C) analyze plot elements, including the rising action, climax, falling action, and resolution;</p> <p>4.10 (A) explain the author's purpose and message within a text;</p> <p>Important Standards</p> <p>4.12 (A) compose literary texts such as personal narratives and poetry using genre characteristics and craft</p> <p>4.8 (D) explain the influence of the setting, including historical and cultural settings, on the plot.</p> <p>4.10 (B) explain how the use of text structure contributes to the author's purpose;</p> <p>4.10 (D) 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 achieves specific purposes;</p> <p>4.10 (E) identify and understand the use of literary devices, including first- or third-person point of view;</p>

	<p><u>Integrated Standards</u></p> <p>4.11D (i) edit drafts using standard English conventions, including: complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</p> <p>4.11D (ii) edit drafts using standard English conventions, including: past tense of irregular verbs</p> <p>4.11D (viii) edit drafts using standard English conventions, including: coordinating conjunctions to form compound subjects, predicates, and sentences;</p> <p>4.11D (x) edit drafts using standard English conventions, including: punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue</p> <p>4.11D (xi) edit drafts using standard English conventions, including: correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and</p> <p>4.1 (A) listen actively, ask relevant questions to clarify information, and make pertinent comments;</p> <p>4.1 (B) follow, restate, and give oral instructions that involve a series of related sequences of action;</p> <p>4.1 (C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; and</p> <p>4.1 (D) work collaboratively with others to develop a plan of shared responsibilities</p> <p>4.2 (C) write legibly in cursive to complete assignments.</p> <p>4.10 (C) analyze the author's use of print and graphic features to achieve specific purposes;</p> <p>4.10 (F) discuss how the author's use of language contributes to voice; and</p>
<p>Concept #2: <i>Writers Craft Dialogue and Add Thoughts to Help Achieve Their Purpose</i></p> <p>Suggested Days: 14</p>	<p><u>Priority Standards</u></p> <p>4.11 (A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;</p> <p>4.11B (i) develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction, transitions, and a conclusion; and</p> <p>4.11B (ii) develop drafts into a focused, structured, and coherent piece of writing by: developing an engaging idea with relevant details</p> <p>4.11 (C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity</p> <p>4.11(D) edit drafts using standard English conventions, including:</p> <p>4.11(E) edit drafts using standard English conventions, including publish written work for appropriate audiences.</p> <p>4.10 (A) explain the author's purpose and message within a text;</p> <p><u>Important Standards</u></p> <p>4.12 (A) compose literary texts such as personal narratives and poetry using genre characteristics and craft</p> <p>4.8 (D) explain the influence of the setting, including historical and cultural settings, on the plot.</p> <p>4.10 (B) explain how the use of text structure contributes to the author's purpose;</p>

	<p>4.10 (D) 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 achieves specific purposes;</p> <p>4.10 (E) identify and understand the use of literary devices, including first- or third-person point of view;</p> <p><u>Integrated Standards</u></p> <p>4.11D (i) edit drafts using standard English conventions, including: complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</p> <p>4.11D (ii) edit drafts using standard English conventions, including: past tense of irregular verbs</p> <p>4.11D (viii) edit drafts using standard English conventions, including: coordinating conjunctions to form compound subjects, predicates, and sentences;</p> <p>4.11D (x) edit drafts using standard English conventions, including: punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue</p> <p>4.11D (xi) edit drafts using standard English conventions, including: correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and</p> <p>4.1 (A) listen actively, ask relevant questions to clarify information, and make pertinent comments;</p> <p>4.1 (B) follow, restate, and give oral instructions that involve a series of related sequences of action;</p> <p>4.1 (C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; and</p> <p>4.1 (D) work collaboratively with others to develop a plan of shared responsibilities</p> <p>4.2 (C) write legibly in cursive to complete assignments.</p> <p>4.10 (C) analyze the author's use of print and graphic features to achieve specific purposes;</p> <p>4.10 (F) discuss how the author's use of language contributes to voice; and</p>
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Unit 4: Informational Writing—Purpose and Structure

Estimated Date Range: 11/30/20-12/18/20

Estimated Time Frame: 15 days

Note: Unit includes 3 days for re-engagement. In Balanced Literacy, re-engagement is incorporated throughout Writing Workshop daily.

Concepts within the Unit	TEKS
<p>Concept #1: <i>When writers write informational text, they are explaining something to the reader.</i></p> <p>Suggested Days: 15</p>	<p><u>Priority Standards</u></p> <p>4.11 (A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping</p> <p>4.11B (i) develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction, transitions, and a conclusion;</p> <p>4.11B (ii) develop drafts into a focused, structured, and coherent piece of writing by: developing an engaging idea with relevant details;</p>

4.11 (C) develop drafts into a focused, structured, and coherent piece of writing by: revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;

4.11(D) develop drafts into a focused, structured, and coherent piece of writing by: edit drafts using standard English conventions, including:

4.11(E) develop drafts into a focused, structured, and coherent piece of writing by: publish written work for appropriate audiences.

4.9D (i) recognize characteristics and structures of informational text, including the central idea with supporting evidence;

4.9D (ii) recognize characteristics and structures of informational text, including features such as pronunciation guides and diagrams to support understanding; and

4.10 (A) explain the author's purpose and message within a text;

4.10 (B) explain how the use of text structure contributes to the author's purpose;

4.10 (C) analyze the author's use of print and graphic features to achieve specific purposes;

Important Standards

4.12 (B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;

4.9D (iii) recognize characteristics and structures of informational text, including organizational patterns such as compare and contrast;

Integrated Standards

4.11 D(iii) edit drafts using standard English conventions, including: ~~singular, plural~~, common, and proper nouns;

4.11D (vi) edit drafts using standard English conventions, including: prepositions and prepositional phrases;

4.11D (vii) edit drafts using standard English conventions, including: pronouns, including reflexive

4.11D (ix) edit drafts using standard English conventions, including: capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities;

4.11D (xi) edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words;

4.1 (A) listen actively, ask relevant questions to clarify information, and make pertinent comments;

4.1 (B) follow, restate, and give oral instructions that involve a series of related sequences of action;

4.1 (C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;

	<p>4.1 (D) work collaboratively with others to develop a plan of shared responsibilities.</p> <p>4.2 (C) write legibly in cursive to complete assignments.</p> <p>4.10 (D) 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 achieves specific purposes;</p> <p>4.10 (E) identify and understand the use of literary devices, including first- or third-person point of view;</p> <p>4.10 (F) discuss how the author's use of language contributes to voice;</p> <p>4.10 (G) identify and explain the use of anecdote</p>
<p style="text-align: center;">Word Study</p> <p style="text-align: center;">Estimated Date Range: 10/12/20-12/18/20 Estimated Time Frame: 44 days</p> <p style="text-align: center;">Note: Unit includes 13 days for re-engagement. In Balanced Literacy, re-engagement is incorporated throughout Writing Workshop daily.</p>	
Concepts within the Unit	TEKS
Spelling	<p><u>Integrated Standards</u></p> <p>4.2B (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> <p>4.2B (vi) spelling words using knowledge of suffixes, including changing y to i, and doubling final consonants; demonstrate and apply spelling knowledge by:</p> <p>4.2B (ii) spelling homophones;</p> <p>4.2B (v) spelling words using knowledge of prefixes; and</p> <p>4.2B (iii) spelling multisyllabic words with multiple sound-spelling patterns;</p>
<p style="text-align: center;">Grading Period 3</p>	
<p style="text-align: center;">Unit 5: Informational Writing—Revising for Details</p> <p style="text-align: center;">Estimated Date Range: 1/6/21-2/5/21 Estimated Time Frame: 22 days</p> <p style="text-align: center;">Note: Unit includes 5 days for re-engagement. In Balanced Literacy, re-engagement is incorporated throughout Writing Workshop daily.</p>	
Concepts within the Unit	TEKS
<p>Concept #1: <i>In informational writing, writers add details to support their central idea.</i></p> <p>Suggested Days: 22</p>	<p><u>Priority Standards</u></p> <p>4.11 (A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping</p> <p>4.11B (i) develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction, transitions, and a conclusion;</p>

4.11B (ii) develop drafts into a focused, structured, and coherent piece of writing by: developing an engaging idea with relevant details;

4.11 (C) develop drafts into a focused, structured, and coherent piece of writing by: revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;

4.11(D) develop drafts into a focused, structured, and coherent piece of writing by: edit drafts using standard English conventions, including:

4.11(E) develop drafts into a focused, structured, and coherent piece of writing by: publish written work for appropriate audiences.

4.9D (i) recognize characteristics and structures of informational text, including: the central idea with supporting evidence;

4.9D (ii) recognize characteristics and structures of informational text, including: features such as pronunciation guides and diagrams to support understanding; and

4.10 (A) explain the author's purpose and message within a text;

4.10 (B) explain how the use of text structure contributes to the author's purpose;

4.10 (C) analyze the author's use of print and graphic features to achieve specific purposes;

Important Standards

4.12 (B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;

4.9D (iii) recognize characteristics and structures of informational text, including organizational patterns such as compare and contrast;

Integrated Standards

4.11 D(iii) edit drafts using standard English conventions, including: ~~singular, plural~~, common, and proper nouns;

4.11D (vi) edit drafts using standard English conventions, including: prepositions and prepositional phrases;

4.11D (vii) edit drafts using standard English conventions, including: pronouns, including reflexive

4.11D (ix) edit drafts using standard English conventions, including: capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities;

4.11D (xi) edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words;

4.1 (A) listen actively, ask relevant questions to clarify information, and make pertinent comments;

4.1 (B) follow, restate, and give oral instructions that involve a series of related sequences of action;

	<p>4.1 (C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;</p> <p>4.1 (D) work collaboratively with others to develop a plan of shared responsibilities.</p> <p>4.2 (C) write legibly in cursive to complete assignments.</p> <p>4.10 (D) 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 achieves specific purposes;</p> <p>4.10 (E) identify and understand the use of literary devices, including first- or third-person point of view;</p> <p>4.10 (F) discuss how the author's use of language contributes to voice;</p> <p>4.10 (G) identify and explain the use of anecdote</p>
<p style="text-align: center;">Unit 6: Argumentative Writing Estimated Date Range: 02/8/21-02/26/21 Estimated Time Frame: 13 days Note: Unit includes 2 days for re-engagement. In Balanced Literacy, re-engagement is incorporated throughout Writing Workshop daily.</p>	
Concepts within the Unit	TEKS
<p>Concept #1: <i>Writers craft argumentative essays.</i></p> <p>Suggested Days: 13 days</p>	<p><u>Priority Standards</u></p> <p>4.11 (A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping</p> <p>4.11B (i) develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction, transitions, and a conclusion;</p> <p>4.11B (ii) develop drafts into a focused, structured, and coherent piece of writing by: developing an engaging idea with relevant details;</p> <p>4.11 (C) develop drafts into a focused, structured, and coherent piece of writing by: revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;</p> <p>4.11(D) develop drafts into a focused, structured, and coherent piece of writing by: edit drafts using standard English conventions, including:</p> <p>4.11(E) develop drafts into a focused, structured, and coherent piece of writing by: publish written work for appropriate audiences.</p> <p>4.10 (A) explain the author's purpose and message within a text;</p> <p>4.10 (B) explain how the use of text structure contributes to the author's purpose;</p> <p>4.10 (C) analyze the author's use of print and graphic features to achieve specific purposes;</p> <p><u>Important Standards</u></p> <p>4.9E recognize characteristics and structures of argumentative text by:</p>

4.9E (i) recognize characteristics and structures of argumentative text by identifying the claim;
 4.9E (ii) recognize characteristics and structures of argumentative text by explaining how the author has used facts for an argument; and
 4.9E (iii) recognize characteristics and structures of argumentative text by identifying the intended audience or reader;
 4.9 (F) recognize characteristics of multimodal and digital texts.
 4.10 (D) 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 achieves specific purposes;
 4.10 (F) discuss how the author's use of language contributes to voice; and
 4.10 (G) identify and explain the use of anecdote.

Integrated Standards

4.11D (iv) edit drafts using standard English conventions, including: adjectives, including their comparative and superlative forms;
 4.11D (v) edit drafts using standard English conventions, including: adverbs that convey frequency and adverbs that convey degree;
 4.11D (x) edit drafts using standard English conventions, including: punctuation marks, including apostrophes in possessives, ~~commas in compound sentences, and quotation marks in dialogue;~~ and
 4.11D (xi) edit drafts using standard English conventions, including: correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and
 4.12 (C) compose argumentative texts, including opinion essays, using genre characteristics and craft; and
 4.12 (D) compose correspondence that requests information.
 4.1 (A) listen actively, ask relevant questions to clarify information, and make pertinent comments;
 4.1 (B) follow, restate, and give oral instructions that involve a series of related sequences of action;
 4.1 (C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; and
 4.1 (D) work collaboratively with others to develop a plan of shared responsibilities.
 4.2 (C) write legibly in cursive to complete assignments.
 4.10 (G) identify and explain the use of anecdote.

Unit 7: Informational Writing: Focusing on Elaboration

Estimated Date Range: 03/1/21-03/12/21

Estimated Time Frame: 10 days

Note: Unit includes 5 days for re-engagement and 1 day of testing. In Balanced Literacy, re-engagement is incorporated throughout Writing Workshop daily.

Concepts within the Unit	TEKS
<p>Concept #1: <i>Writers respond to a prompt</i></p> <p>Suggested Days: 10</p> <p>Concept 1 & 2 are taught simultaneously.</p>	<p>Priority Standards</p> <p>4.11 (A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping</p> <p>4.11B (i) develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction, transitions, and a conclusion;</p> <p>4.11B (ii) develop drafts into a focused, structured, and coherent piece of writing by: developing an engaging idea with relevant details;</p> <p>4.11 (C) develop drafts into a focused, structured, and coherent piece of writing by: revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;</p> <p>4.11(D) develop drafts into a focused, structured, and coherent piece of writing by: edit drafts using standard English conventions, including:</p> <p>4.11(E) develop drafts into a focused, structured, and coherent piece of writing by: publish written work for appropriate audiences.</p> <p>4.12B – compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;</p> <p>4.10 (A) explain the author's purpose and message within a text;</p> <p>4.10 (B) explain how the use of text structure contributes to the author's purpose;</p> <p>4.10 (C) analyze the author's use of print and graphic features to achieve specific purposes;</p> <p>4.10 (D) 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 achieves specific purposes;</p> <p>4.10 (E) identify and understand the use of literary devices, including first- or third-person point of view;</p> <p>4.10 (F) discuss how the author's use of language contributes to voice; and</p> <p>4.10 (G) identify and explain the use of anecdote</p>
<p>Concept #2: <i>Writers analyze when revising and editing</i></p> <p>Suggested Days: 10</p>	<p>Priority Standards</p> <p>4.11C – revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;</p> <p>4.12B – compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;</p> <p>4.11D – edit drafts using standard English conventions, including:</p>

<p>Concept 1 & 2 are taught simultaneously.</p>	<p>4.11D (i) edit drafts using standard English conventions, including: complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</p> <p>4.11D (ii) edit drafts using standard English conventions, including: past tense of irregular verbs</p> <p>4.11 D(iii) edit drafts using standard English conventions, including: singular, plural, common, and proper nouns;</p> <p>4.11D (vi) edit drafts using standard English conventions, including: prepositions and prepositional phrases;</p> <p>4.11D (vii) edit drafts using standard English conventions, including: pronouns, including reflexive</p> <p>4.11D (ix) edit drafts using standard English conventions, including: capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities;</p> <p>4.11D (xi) edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words;</p> <p>4.2B (i) demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> <p>4.2B (ii) demonstrate and apply spelling knowledge by spelling homophones</p> <p>4.2B (iii) demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns;</p> <p>4.2B (iv) demonstrate and apply spelling knowledge by spelling words using advanced knowledge of syllable division patterns;</p> <p>4.2B (v) demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; and</p> <p>4.2B (vi) demonstrate and apply spelling knowledge by 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;</p> <p>4.1 (A) listen actively, ask relevant questions to clarify information, and make pertinent comments;</p> <p>4.1 (B) follow, restate, and give oral instructions that involve a series of related sequences of action;</p> <p>4.1 (C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; and</p> <p>4.1 (D) work collaboratively with others to develop a plan of shared responsibilities.</p> <p>4.2 (C) write legibly in cursive to complete assignments.</p>
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Word Study

Estimated Date Range: 1/6/21-3/12/21

Estimated Time Frame: 45 days

Note: Unit includes 16 days for re-engagement. In Balanced Literacy, re-engagement is incorporated throughout Writing Workshop daily.

Concepts within the Unit	TEKS
Spelling	<u>Integrated Standards</u> 4.2B (iv) spelling words using advanced knowledge of syllable division patterns;

Grading Period 4

Unit 7: Informational Writing: Focusing on Elaboration

Estimated Date Range: 03/22/21-04/9/21

Estimated Time Frame: 14 days

Note: Unit includes 5 days for re-engagement and 1 day of testing. In Balanced Literacy, re-engagement is incorporated throughout Writing Workshop daily.

Concepts within the Unit	TEKS
<p>Concept #1: <i>Writers respond to a prompt</i></p> <p>Suggested Days: 14</p> <p>Concept 1 & 2 are taught simultaneously.</p>	<p><u>Priority Standards</u></p> <p>4.11 (A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping</p> <p>4.11B (i) develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction, transitions, and a conclusion;</p> <p>4.11B (ii) develop drafts into a focused, structured, and coherent piece of writing by: developing an engaging idea with relevant details;</p> <p>4.11 (C) develop drafts into a focused, structured, and coherent piece of writing by: revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;</p> <p>4.11(D) develop drafts into a focused, structured, and coherent piece of writing by: edit drafts using standard English conventions, including:</p> <p>4.11(E) develop drafts into a focused, structured, and coherent piece of writing by: publish written work for appropriate audiences.</p> <p>4.12B – compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;</p> <p>4.10 (A) explain the author's purpose and message within a text;</p> <p>4.10 (B) explain how the use of text structure contributes to the author's purpose;</p>

	<p>4.10 (C) analyze the author's use of print and graphic features to achieve specific purposes;</p> <p>4.10 (D) 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 achieves specific purposes;</p> <p>4.10 (E) identify and understand the use of literary devices, including first- or third-person point of view;</p> <p>4.10 (F) discuss how the author's use of language contributes to voice; and</p> <p>4.10 (G) identify and explain the use of anecdote</p>
<p>Concept #2: <i>Writers analyze when revising and editing</i></p> <p>Suggested Days: 14</p> <p>Concept 1 & 2 are taught simultaneously.</p>	<p>Priority Standards</p> <p>4.11C – revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;</p> <p>4.12B – compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;</p> <p>4.11D – edit drafts using standard English conventions, including:</p> <p>4.11D (i) edit drafts using standard English conventions, including: complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</p> <p>4.11D (ii) edit drafts using standard English conventions, including: past tense of irregular verbs</p> <p>4.11 D(iii) edit drafts using standard English conventions, including: singular, plural, common, and proper nouns;</p> <p>4.11D (vi) edit drafts using standard English conventions, including: prepositions and prepositional phrases;</p> <p>4.11D (vii) edit drafts using standard English conventions, including: pronouns, including reflexive</p> <p>4.11D (ix) edit drafts using standard English conventions, including: capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities;</p> <p>4.11D (xi) edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words;</p> <p>4.2B (i) demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> <p>4.2B (ii) demonstrate and apply spelling knowledge by spelling homophones</p> <p>4.2B (iii) demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns;</p> <p>4.2B (iv) demonstrate and apply spelling knowledge by spelling words using advanced knowledge of syllable division patterns;</p> <p>4.2B (v) demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; and</p> <p>4.2B (vi) demonstrate and apply spelling knowledge by 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;</p> <p>4.1 (A) listen actively, ask relevant questions to clarify information, and make pertinent comments;</p> <p>4.1 (B) follow, restate, and give oral instructions that involve a series of related sequences of action;</p>

	<p>4.1 (C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; and</p> <p>4.1 (D) work collaboratively with others to develop a plan of shared responsibilities.</p> <p>4.2 (C) write legibly in cursive to complete assignments.</p>
<p>Unit 8: Imaginative Writing-Focusing on Character Development</p> <p>Estimated Date Range: 04/12/21-05/26/21</p> <p>Estimated Time Frame: 32 days</p> <p>Note: Unit includes 5 days for re-engagement. In Balanced Literacy, re-engagement is incorporated throughout Writing Workshop daily.</p>	
Concepts within the Unit	TEKS
<p>Concept #1: Writers craft plot and characters for imaginative writing.</p> <p>Suggested Days: 32</p>	<p><u>Priority Standards</u></p> <p>4.11 (A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping</p> <p>4.11B (i) develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction, transitions, and a conclusion;</p> <p>4.11B (ii) develop drafts into a focused, structured, and coherent piece of writing by: developing an engaging idea with relevant details;</p> <p>4.11 (C) develop drafts into a focused, structured, and coherent piece of writing by: revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;</p> <p>4.11(D) develop drafts into a focused, structured, and coherent piece of writing by: edit drafts using standard English conventions, including:</p> <p>4.11(E) develop drafts into a focused, structured, and coherent piece of writing by: publish written work for appropriate audiences.</p> <p>4.8 (A) infer basic themes supported by text evidence;</p> <p>4.8 (B) explain the interactions of the characters and the changes they undergo;</p> <p>4.8 (C) analyze plot elements, including the rising action, climax, falling action, and resolution; and</p> <p>4.10 (A) explain the author's purpose and message within a text;</p> <p><u>Important Standards</u></p> <p>4.12 (A) compose literary texts such as personal narratives and poetry using genre characteristics and craft;</p> <p>4.8 (D) explain the influence of the setting, including historical and cultural settings, on the plot.</p> <p>4.10 (B) explain how the use of text structure contributes to the author's purpose;</p> <p>4.10 (C) analyze the author's use of print and graphic features to achieve specific purposes;</p>

	<p>4.10 (D) 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 achieves specific purposes;</p> <p><u>Integrated Standards</u></p> <p>4.11D (i) edit drafts using standard English conventions, including: complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</p> <p>4.11D (vii) edit drafts using standard English conventions, including: pronouns, including reflexive;</p> <p>4.11D (viii) edit drafts using standard English conventions, including: coordinating conjunctions to form compound subjects, predicates, and sentences;</p> <p>4.11D (x) edit drafts using standard English conventions, including: punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue</p> <p>4.11D (xi) edit drafts using standard English conventions, including: correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and</p> <p>4.1 (A) listen actively, ask relevant questions to clarify information, and make pertinent comments;</p> <p>4.1 (B) follow, restate, and give oral instructions that involve a series of related sequences of action;</p> <p>4.1 (C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; and</p> <p>4.1 (D) work collaboratively with others to develop a plan of shared responsibilities.</p> <p>4.2 (C) write legibly in cursive to complete assignments.</p> <p>4.10 (E) identify and understand the use of literary devices, including first- or third-person point of view;</p> <p>4.10 (F) discuss how the author's use of language contributes to voice; and</p>
<p>Word Study</p> <p>Estimated Date Range: 3/22/21-5/26/21</p> <p>Estimated Time Frame: 46 days</p> <p>Note: Unit includes 15 days for re-engagement. In Balanced Literacy, re-engagement is incorporated throughout Writing Workshop daily.</p>	
Concepts within the Unit	TEKS
Spelling	<p><u>Integrated Standards</u></p> <p>4.2B (iv) spelling words using advanced knowledge of syllable division patterns;</p>