

IMPLEMENTATION, SECTIONS 1-9

Grade 4 Implementation Guide

The complete Implementation scope and sequence, day by day, fitted to the 36-module year

165, 180, and 210-Day Calendars

36 Modules in Every Calendar

15 + 20 Minutes

All 35 4.11D Breakouts

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WHAT IS INSIDE

Nine Implementation sections (Spelling, Grammar: Sentence Weather, Morphemes, Capitalization, Punctuation, Syntax, Word Choice, Literary Devices, Figurative Language) with teaching progressions, full TEKS wording, activities, Grade 4 adaptations, practice seeds, original practice texts and poems, three complete day-by-day calendars, and where each skill lives in our lesson plans, workbooks, decks, and songs.

Relieving stress. Raising scores.

Grade 4 Implementation Guide

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ABOUT THIS GUIDE

How to Use the Grade 4 Implementation Guide

This guide is the complete Implementation scope and sequence for Grade 4: all nine sections, the full TEKS register, the Grade 4 adaptations, the practice seeds, and the day-by-day charts for the 165, 180, and 210-day calendars. It has been checked against our real Grade 4 materials: the Teacher Lesson Plan guides, the Student Interactive Workbooks, the Daily Decks, and the Standards Slide Decks.

Key fact	What it means
Writing year	PREPARE plus Clusters 1 to 8, four modules each: 36 modules, one module per week in the 180-day calendar. All 36 modules stay in every calendar.
Daily time	15 minutes: the cluster and module lesson (Section 50). 20 minutes: the separate Standards block, where Implementation and the Standards Slide Decks live.
All year	Spelling, Editing, and Revising Slide Decks teach their skills every week, before, during, and after each section's focus window.
4.11D numbers	Our materials use 35 breakouts, (i) to (xxxv). Every 4.11D reference in this guide is written with those numbers; the crosswalk is in the 4.11D section.

A SUPPLEMENTAL SUPPORT SYSTEM

The Writing Academy®, LLC provides additional instruction and additional practice alongside a campus or district's existing reading language arts core resource. It is not a STAAR/SST blueprint and does not replace core instruction.

SING IT

Wherever a song's lyrics support a section's skill, a Sing It callout names the song and album (the Writing Process album or Big Word Detective: Morphology Songs) and links to its lyric page.

DAILY TIME

15 + 20: Where the Implementation Guide Fits Each Day

15

MINUTES

Section 50 Lesson

The cluster and module lesson from Section 50 of the Teacher Lesson Plan, taught with the Student Interactive Workbook and the Daily Deck. This is the writing year: 36 modules, one per week. Nothing from this guide is taught inside these 15 minutes.

20

MINUTES

Standards Block

A separate 20-minute block for standards practice. The Implementation Guide's daily practice lives here, next to the Standards Slide Decks (Spelling, Editing, Editing Part Two, Revising, Writing, Evidence, Explanation).

How a day in the Standards block works

Each numbered day in the calendars that follow is one Standards block day. The day-in-cycle plan below fills the 20 minutes: retrieval, the concept or game, and a short check. A formal section assessment also fits inside the block.

Day in cycle	20-minute plan
Day 1	3 min retrieval; 5 min whole-group opener; 9 min modeling and guided practice; 3 min exit
Day 2	3 min retrieval; 6 min extension; 8 min compare correct and incorrect choices; 3 min fresh item
Day 3	2 min retrieval; 1 min setup; 15 min partner or small-group game; 2 min individual exit
Day 4	3 min reminder; 14 min independent items; 3 min self-check or conference
Day 5	Ordinary: 3 min retrieval, 10 min fresh check, 7 min feedback. Formal: 2 min directions, 16 min independent work, 2 min review

WHEN STUDENTS ALSO NEED A STANDARDS SLIDE DECK

The Spelling, Editing, and Revising Slide Decks practice the same skills every week. On a day the class needs deck practice, teach one or two decks (about five minutes each) and shorten that day's Implementation step to fit the rest of the 20 minutes. Keep retrieval and the exit check; trim the opener or extension first. The 15-minute Section 50 lesson never gives up time to either.

OUR GRADE 4 YEAR

The 36 Modules the Implementation Scope Runs Beside

Each week's Implementation day runs in the 20-minute Standards block; the module below is the 15-minute lesson that same week (180-day calendar).

Cluster	Major focus	Teacher lens
PREPARE	Preparing to Write	Choose the writing job, genre, and plan before drafting.
1	Short Constructed Response	Shape the prompt, write a thesis (central idea), select evidence, and explain it.
2	Extended Constructed Response	Build the TREE/TREES structure: prompt, thesis (central idea), reasons or ways, and evidence.
3	Advanced ECR Thinking	Analyze WHY and HOW prompts; strengthen reasons, evidence, and explanations.
4	The Craft of the ECR	Build significance with MICE, strengthen introductions with SET, and use evidentiary transitions.
5	Paired-Passage ECR	Use two texts in one response, compare and contrast, conclude with R1, R2, R3, and assemble the full paper.
6	Argumentative Writing	Develop claims, reasons, rebuttal thinking, CREATURES, and persuasive correspondence.
7	Poetry and Narrative	Read and compose poetry through LEAVES: layout, emotion, artistic language, voice, echo and sound, and significance.
8	Research Capstone	Build research across PLACE, PROBLEM, PEOPLE, and TRANSFER using sources, evidence, explanation, citation, and presentation.

Wk	Module	Focus (Teacher Lesson Plan)	Stamina	Framework	Deck
1	PREPARE M1	The Writer's Job Comes First: Choosing a Response Genre	Low	TRAILS	Deck 1
2	PREPARE M2	The Same Idea, Many Jobs: Purpose and Audience Change the Writing	Medium	TRAILS	Deck 2
3	PREPARE M3	Choose the Route and the Planning Strategy	High	TRAILS	Deck 3
4	PREPARE M4	Independent Genre Decision and Transfer	Very High	TRAILS	Deck 4
5	C1 M1	Level Up Your Thinking	Low	CSI	Deck 5
6	C1 M2	Build a Strong Thesis (central idea)	Medium	CSI	Deck 6
7	C1 M3	Prove It with Strong Evidence	High	CSI	Deck 7
8	C1 M4	Make the Evidence Mean Something	Very High	CSI	Deck 8
9	C2 M1	Growing the Tree	Low	TREE	Deck 9
10	C2 M2	Writing Thesis (central idea) Statements	Medium	TREE	Deck 10
11	C2 M3	Organizing Reasons and Ways	High	CSI	Deck 11
12	C2 M4	Choosing Evidence	Very High	CSI	Deck 12
13	C3 M1	Your First Full TREES Response	Low	TREES, DEEP FACTS	Deck 13
14	C3 M2	Recognizing Relational Prompt Types	Medium	TREES, CSI	Deck 14
15	C3 M3	Magnifying Many Ideas into Three Strong Reasons	High	TREES, CSI	Deck 15
16	C3 M4	Matching Reasons, Evidence, and Explanation with CSI	Very High	CSI, TREES	Deck 16
17	C4 M1	CREATURES Foundation	Low	CREATURES	Deck 17
18	C4 M2	From Facts to a Coherent Case	Medium	CREATURES	Deck 18

Wk	Module	Focus (Teacher Lesson Plan)	Stamina	Framework	Deck
19	C4 M3	Understanding Others and Rebuttal	High	CREATURES	Deck 19
20	C4 M4	Ending, Significance, and the Full CREATURES ECR	Very High	CREATURES	Deck 20
21	C5 M1	Building the Evidence Bridge	Low	RRR, R1	Deck 21
22	C5 M2	HOW Ideas Connect and Differ	Medium	RRR, R1	Deck 22
23	C5 M3	The RRR Conclusion Paragraph	High	R1, RRR	Deck 23
24	C5 M4	Seeing the Structure Through Color	Very High	RRR, R1	Deck 24
25	C6 M1	If You Have to Decide, Declare the Why	Low	CREATURES, RRR	Deck 25
26	C6 M2	Magnify One Claim into Three Strong Reasons	Medium	CREATURES, RRR	Deck 26
27	C6 M3	Finishing the Argumentative Paper with CREATURES	High	CREATURES, TREES	Deck 27
28	C6 M4	Beginning and Ending an Argumentative Letter	Very High	RRR, TREES	Deck 28
29	C7 M1	Paths Connect People	Low	TRAILS, LEAVES	Deck 29
30	C7 M2	People Carry More Than Things	Medium	LEAVES, TRAILS	Deck 30
31	C7 M3	Connections Create Change	High	TRAILS, LEAVES	Deck 31
32	C7 M4	What Will We Carry Forward?	Very High	TRAILS, LEAVES	Deck 32
33	C8 M1	PLACE: Where Does Change Begin?	Low	PLACE	Deck 33
34	C8 M2	IDEAS AND CHOICES: How Do People Turn Possibility Into Change?	Medium	PLACE	Deck 34
35	C8 M3	LEGACY AND EVIDENCE: What Lasts, and How Do We Know?	High	PLACE	Deck 35
36	C8 M4	SYNTHESIS: What Shapes Our World?	Very High	R1, PLACE	Deck 36

THE 20-MINUTE BLOCK

Standards Slide Decks

Every sheet is ten slides with a matching teacher script and student tracking sheet. Choose four decks for the block based on need, about five minutes each, or pair one or two decks with a shorter Implementation step.

Set	TEKS	Sheets	Also
Spelling	4.2(B)	36	scripts , tracking
Editing	4.11D	36	scripts , tracking
Editing Part Two	4.11D	46	scripts , tracking
Revising	4.11C	36	scripts , tracking
Writing	4.11A, 4.12	36	scripts , tracking
Evidence	4.7(C)	36	scripts , tracking
Explanation	4.12(B)	36	scripts , tracking

The spelling rule for every week

Wk	Module	Rule	Wk	Module	Rule
1	PREPARE M1	Closed, open, and VCe review	19	C4 M3	Suffix ly and y
2	PREPARE M2	Vowel team review	20	C4 M4	Suffix ful, less, ness review
3	PREPARE M3	R-controlled review	21	C5 M1	Root terr, meaning earth
4	PREPARE M4	Schwa in unstressed syllables	22	C5 M2	Root rupt, meaning break
5	C1 M1	VCCV pattern	23	C5 M3	Root tract, meaning pull
6	C1 M2	VCV pattern	24	C5 M4	Root port, meaning carry
7	C1 M3	VCCCV pattern	25	C6 M1	Root bio, meaning life
8	C1 M4	Multisyllabic multiple patterns	26	C6 M2	Root phon, meaning sound
9	C2 M1	Ending tion and sion	27	C6 M3	Root scope, meaning see
10	C2 M2	Ending ture and sure	28	C6 M4	Root graph, meaning write
11	C2 M3	Ending able and ible	29	C7 M1	Homophones there, they're, their
12	C2 M4	Ending ty and ity	30	C7 M2	Homophones two, to, too
13	C3 M1	Prefixes un, re, dis	31	C7 M3	Homophones your, you're, its, it's
14	C3 M2	Prefixes anti and mis	32	C7 M4	Confused principal, principle, peace, piece
15	C3 M3	Prefixes non and em	33	C8 M1	Compound words and contractions
16	C3 M4	Prefixes ir and in	34	C8 M2	Abbreviations
17	C4 M1	Suffix er and est with changes	35	C8 M3	Multiple sound spelling patterns
18	C4 M2	Suffix ing with base changes	36	C8 M4	Cumulative review

IMPLEMENTATION GUIDE

How the three calendars work

The Implementation scope and sequence comes in three versions: 165, 180, and 210 instructional days. The writing year of 36 modules stays in every version. The difference is how many Standards block days fit each section's practice.

Calendar	Writing year (Grade 4 Pacing Calendars)	Implementation cycles
165 days	All 36 modules. Some GRADUATE days combine (Award + Target on Day 4, Educate + Explain on Day 5) in 15 modules.	33 cycles (165 Standards block days)
180 days	All 36 modules, one per week, all five GRADUATE days.	36 cycles; cycle n runs with module week n
210 days	All 36 modules plus an optional sixth Apply and Extend day in 30 modules, plus review and assessment days.	42 cycles (210 Standards block days)

IMPLEMENTATION GUIDE

Daily teaching, practice, and feedback

Time: each Implementation day runs in the separate 20-minute Standards block. The nine sections are the Implementation focus units. They run in order, and each section's practice builds from modeling to guided practice to independent work.

GRADUATE is the five-day teaching framework: **G**ather, **R**eveal, **A**tttempt, **D**iscuss, **U**se, **A**ward, **T**arget, **E**xplain. Each Implementation cycle uses the GRADUATE steps over its five days.

GRADUATE day	What happens
Day 1: Gather and Reveal	The teacher gathers attention with a retrieval opener, then reveals the concept or skill with modeling.
Day 2: Attempt and Discuss	Students attempt guided practice with the concept; the class discusses correct and incorrect choices.
Day 3: Use	Students use the skill in a partner or small-group game with teacher monitoring.
Day 4: Award and Target	Award understanding through independent practice items; target remaining gaps with self-check or conference.
Day 5: Explain	Students explain their thinking on fresh items; the teacher gives feedback. Formal assessment days replace this step.

IMPLEMENTATION GUIDE

Sentence Weather: the Grade 4 route

Sentence Weather is a visual grammar system that assigns a weather symbol and color to each word job. Students build a Sentence Forecast strip for every sentence, placing word-job symbols in order.

Symbol	Word job
Sun (yellow)	Noun: the subject, the person, place, thing, or idea the sentence is about.
Raindrop	Verb: the action or state of being. Red for past tense, blue for present, green for future.
Cloud	Adjective: describes or modifies a noun. Comparative and superlative clouds grow in size.
Wind	Adverb: tells when, how, how often, or to what degree.
Crescent moon	Pronoun: stands in for a noun. Yellow for subjective, blue for objective, reflexive highlighted.
Lightning bolt	Conjunction: connects words, phrases, or clauses (and, but, or, so).
Rainbow	Preposition and prepositional phrase: shows a relationship in time, space, or direction.
Horizon line	The boundary between the complete subject and the complete predicate.

IMPLEMENTATION GUIDE

Assessments and the evidence behind them

Each section ends with a formal five-question assessment that fits inside one Standards block day. The assessment is given after the final teaching cycle. An answer key with rationales accompanies every assessment.

Daily evidence comes from three sources: the exit check at the end of each day, the partner or small-group game observation on Day 3, and the independent practice items on Day 4.

IMPLEMENTATION GUIDE

Spiral review and classroom preparation

After a section's focus window closes, its skills continue to appear in three ways: the Standards Slide Decks (Spelling, Editing, Revising) run every week all year, the Student Interactive Workbook returns skills in later clusters, and the retrieval opener at the start of each Implementation day rotates through previously taught concepts.

Classroom preparation: print the day's Implementation page, the matching Standards Slide Deck sheets, and the student tracking sheet. Keep the Sentence Weather materials accessible for Section 2 and beyond.

LISTED SCOPE: SAME GRADE 4 CONTENT IN ALL THREE CALENDARS

Implementation Section 1: Spelling

Student goal: I can spell and read words by using sounds, syllables, meaningful parts, and sentence meaning.

Before this focus: Hear syllables; connect common sounds and letters; read familiar base words; apply closed, open, and VCe patterns from Grade 3.

Calendar	Primary-focus days	Final assessment day
165 days	2 to 10	10
180 days	2 to 10	10
210 days	2 to 10	10

Teaching progression

1. Closed, open, and VCe syllables in multisyllabic words (fantastic, recognize, complete).
2. Vowel teams, r-controlled, and consonant-le syllables (neighborhood, important, sparkle).
3. Syllable division patterns: VCCV, VCV, VCCCV, and V/V (hap/pen, si/lent, pump/kin, po/em).
4. Homophones, compound words, contractions, and abbreviations (principal/principle, earthquake, I've, Ave.).
5. Prefixes, suffixes, and spelling changes at the boundary (unhappy; hope/hoping; beauty/beautiful; carry/carried). Laboratory cycle: fresh patterns and practice. Added in both the 180- and 210-day plans. It occurs immediately before the final cycle.

Activities

Keep It or Repair It? (whole group)

Spelling Proof Match (partners)

Show What You Understand (independent)

Reference: Keep this thinking handy.

Assessment: the section's five-question assessment, given after the final teaching cycle, with its answer key and rationales.

Evidence and Grade 4 adjustments

Retain production checks for every syllable type, division patterns, homophones, compound words, contractions, abbreviations, prefixes, suffix-boundary changes, and high-frequency words. The section assessment and daily exit checks confirm that students apply Grade 4 spelling patterns independently.

WHERE IMPLEMENTATION SECTION 1 LIVES IN OUR MATERIALS

Resource	Where
Focus weeks (180-day)	Weeks 2 to 7: PREPARE M2, PREPARE M3, PREPARE M4, C1 M1, C1 M2, C1 M3
Teacher Lesson Plans (same weeks)	PREPARE, Cluster 1 (the 15-minute lesson those weeks; all guides)
Student Interactive Workbooks	PREPARE, Cluster 1 (workbooks page)
Daily lesson decks	Deck 2, Deck 3, Deck 4, Deck 5, Deck 6, Deck 7 (lesson decks page)
Standards Slide Decks (20-minute block)	Spelling Slide Decks every week, 36 sheets. Rules in these weeks: Wk 2 Vowel team review; Wk 3 R-controlled review; Wk 4 Schwa in unstressed syllables; Wk 5 VCCV pattern; Wk 6 VCV pattern; Wk 7 VCCCV pattern. Also Editing breakouts (xxxiii), (xxxiv), (xxxv).

🎵 **Sing It: Sweep It Clean** Writing Process album

"Spell those words the way they go. High-frequency friends I already know."

Supports: Spelling words correctly, including high-frequency words, as part of editing.

LISTED SCOPE: SAME GRADE 4 CONTENT IN ALL THREE CALENDARS

Implementation Section 2: Grammar: Sentence Weather

Student goal: I can name each word's job, show how words relate, and use the correct form in a sentence.

Before this focus: Identify basic word jobs (noun, verb, adjective); use simple Sentence Weather symbols; form past, present, and future tense.

Calendar	Primary-focus days	Final assessment day
165 days	8 to 17	17
180 days	8 to 17	17
210 days	8 to 17	17

Teaching progression

1. Identify: word jobs first, with neutral shapes, before any color. Introduce frequency adverbs (always, sometimes, never).
2. Differentiate: past tense of irregular verbs; reflexive pronouns (myself, herself, themselves).
3. Classify: noun number, proper and common, and comparative and superlative adjectives (bigger, biggest).
4. Connect: adverbs of degree (very, almost, too), prepositional phrases, and the Horizon between subject and predicate.
5. Test: complete simple and compound sentences with subject-verb agreement; avoid comma splices, run-ons, and fragments.
6. Integrate: choose the lightest useful layer to explain tense, agreement, and relationships. Laboratory cycle: fresh patterns and practice. Added in both the 180- and 210-day plans. It occurs immediately before the final cycle.

Activities

What Is the Word Doing? (whole group)

Build the Sentence Forecast (partners)

Show What You Understand (independent)

Reference: Keep this thinking handy.

Assessment: the section's five-question assessment, given after the final teaching cycle, with its answer key and rationales.

Evidence and Grade 4 adjustments

Retain checks for word-job identification, tense (including irregular past tense), agreement, reflexive pronouns, comparative and superlative forms, frequency and degree adverbs, prepositional phrases, and sentence completeness. Every Sentence Weather forecast must account for the full sentence.

WHERE IMPLEMENTATION SECTION 2 LIVES IN OUR MATERIALS

Resource	Where
Focus weeks (180-day)	Weeks 8 to 14: C1 M4, C2 M1, C2 M2, C2 M3, C2 M4, C3 M1, C3 M2
Teacher Lesson Plans (same weeks)	Cluster 1 , Cluster 2 , Cluster 3 (the 15-minute lesson those weeks; all guides)
Student Interactive Workbooks	Cluster 1 , Cluster 2 , Cluster 3 (workbooks page)
Daily lesson decks	Deck 8, Deck 9, Deck 10, Deck 11, Deck 12, Deck 13, Deck 14 (lesson decks page)
Standards Slide Decks (20-minute block)	Editing Slide Decks (breakouts (i), (ii), (iii), (iv), (v), (vi), (vii), (viii), (ix), (x), (xi), (xii), (xiii), (xiv), (xv), (xvi), (xvii), (xviii), (xix), (xx)) in weeks 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 29, 30, 31, 32, 33, 34, 35, 36; Editing Part Two in every cluster. Every Editing slide has a Sentence Weather panel.

🎵 **Sing It: Sweep It Clean** Writing Process album

"Subject and verb, do they agree? Sun and rain drop, sentence weather."

Supports: Subject-verb agreement and the Sentence Weather symbols.

LISTED SCOPE: SAME GRADE 4 CONTENT IN ALL THREE CALENDARS

Implementation Section 3: Morphemes

Student goal: I can use a prefix or suffix, the base word, and context to explain and use a whole word.

Before this focus: Recognize common prefixes (re-, un-, pre-) and suffixes (-ful, -less, -ness); identify a base word inside a longer word.

Calendar	Primary-focus days	Final assessment day
165 days	15 to 20	20
180 days	15 to 20	20
210 days	15 to 20	20

Teaching progression

1. Prefix meaning in a whole word: pre-, non-, dis-, in- (not), im- (into), un-, re-, and mis-.
2. Suffix meaning and spelling changes: -ness, -ful, -less, -ly, -ment, and -tion/-sion.
3. Affixes plus context: blend part, base, and sentence clues to explain a new word. Greek and Latin roots (port, rupt, struct).

Activities

Change a Part, Change a Meaning (whole group)

The Word-Part Workshop (partners)

Show What You Understand (independent)

Reference: Keep this thinking handy.

Assessment: the section's five-question assessment, given after the final teaching cycle, with its answer key and rationales.

Evidence and Grade 4 adjustments

Retain checks for prefix meaning, suffix meaning and spelling changes, and Greek and Latin root identification. Students must explain whole-word meaning using all three sources: part, base, and context.

WHERE IMPLEMENTATION SECTION 3 LIVES IN OUR MATERIALS

Resource	Where
Focus weeks (180-day)	Weeks 15 to 17: C3 M3, C3 M4, C4 M1
Teacher Lesson Plans (same weeks)	Cluster 3 , Cluster 4 (the 15-minute lesson those weeks; all guides)
Student Interactive Workbooks	Cluster 3 , Cluster 4 (workbooks page)
Daily lesson decks	Deck 15, Deck 16, Deck 17 (lesson decks page)
Standards Slide Decks (20-minute block)	Spelling Slide Decks prefix, suffix, and root weeks: Wk 13 Prefixes un, re, dis; Wk 14 Prefixes anti and mis; Wk 15 Prefixes non and em; Wk 16 Prefixes ir and in; Wk 17 Suffix er and est with changes; Wk 18 Suffix ing with base changes; Wk 19 Suffix ly and y; Wk 20 Suffix ful, less, ness review; Wk 21 Root terr, meaning earth; Wk 22 Root rupt, meaning break; Wk 23 Root tract, meaning pull; Wk 24 Root port, meaning carry; Wk 25 Root bio, meaning life; Wk 26 Root phon, meaning sound; Wk 27 Root scope, meaning see; Wk 28 Root graph, meaning write.

🎵 **Sing It: Big Word Detective** Big Word Detective: Morphology Songs

"Break the word, find the part. Prefix first, then the heart."

Supports: Using prefixes and suffixes to determine word meaning.

🎵 **Sing It: Prefix Power** Big Word Detective: Morphology Songs

"Pre- means before, re- means again. Un- means not, let us begin."

Supports: Identifying and using common prefixes.

🎵 **Sing It: Suffix Shift** Big Word Detective: Morphology Songs

"Drop the e and add -ing. Double the consonant, hear it ring."

Supports: Spelling changes when adding suffixes.

🎵 **Sing It: Root Route** Big Word Detective: Morphology Songs

"Latin and Greek, the roots run deep. Plant the word and watch it keep."

Supports: Using Greek and Latin roots to understand word meaning.

LISTED SCOPE: SAME GRADE 4 CONTENT IN ALL THREE CALENDARS

Implementation Section 4: Capitalization

Student goal: I can capitalize historical events, periods, documents, titles of books, stories, and essays, languages, and names of groups and nationalities.

Before this focus: Capitalize sentence beginnings, proper nouns, and titles of respect from Grade 3 (Coach Bell, Labor Day, Cedar River).

Calendar	Primary-focus days	Final assessment day
165 days	18 to 22	22
180 days	18 to 22	22
210 days	18 to 22	22

Teaching progression

1. Historical events, periods, and documents (the Civil War, the Colonial period, the Constitution).
2. Titles of books, stories, and essays; languages, groups, and nationalities (Charlotte's Web, Spanish, Cherokee Nation).

Activities

Same Word, Different Job (whole group)

Capital Switch (partners)

Show What You Understand (independent)

Reference: Keep this thinking handy.

Assessment: the section's five-question assessment, given after the final teaching cycle, with its answer key and rationales.

Evidence and Grade 4 adjustments

Retain checks for historical events, periods, documents, titles of books, stories, and essays, languages, and names of groups and nationalities. Students must explain why capitalization applies or does not apply in each context.

WHERE IMPLEMENTATION SECTION 4 LIVES IN OUR MATERIALS

Resource	Where
Focus weeks (180-day)	Weeks 18 to 19: C4 M2, C4 M3
Teacher Lesson Plans (same weeks)	Cluster 4 (the 15-minute lesson those weeks; all guides)
Student Interactive Workbooks	Cluster 4 (workbooks page)
Daily lesson decks	Deck 18, Deck 19 (lesson decks page)
Standards Slide Decks (20-minute block)	Editing Slide Decks (breakouts (xxi), (xxii), (xxiii), (xxiv), (xxv), (xxvi), (xxvii), (xxviii), (xxix)); Editing Part Two in every cluster.

🎵 **Sing It: Sweep It Clean** Writing Process album

"Capital letter at the start. Proper nouns get set apart."

Supports: Capitalization rules including titles and proper nouns.

LISTED SCOPE: SAME GRADE 4 CONTENT IN ALL THREE CALENDARS

Implementation Section 5: Punctuation

Student goal: I can explain apostrophes, commas, and quotation marks and use them correctly in my drafts.

Before this focus: Use apostrophes in contractions; place commas in a series; recognize possessive forms.

Calendar	Primary-focus days	Final assessment day
165 days	20 to 25	25
180 days	20 to 25	25
210 days	20 to 25	25

Teaching progression

1. Apostrophes in possessives: singular and plural owners (the dog's bowl, the dogs' bowls).
2. Commas in compound sentences with coordinating conjunctions (and, but, or, so) and commas in a series.
3. Quotation marks in dialogue: speaker tags before, after, and interrupted. Every mark must earn its place.

Activities

Give the Mark a Job (whole group)

Punctuation Repair Lab (partners)

Show What You Understand (independent)

Reference: Keep this thinking handy.

Assessment: the section's five-question assessment, given after the final teaching cycle, with its answer key and rationales.

Evidence and Grade 4 adjustments

Retain checks for apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue. Every mark must earn its place: necessary, missing, and unnecessary.

WHERE IMPLEMENTATION SECTION 5 LIVES IN OUR MATERIALS

Resource	Where
Focus weeks (180-day)	Weeks 20 to 22: C4 M4, C5 M1, C5 M2
Teacher Lesson Plans (same weeks)	Cluster 4 , Cluster 5 (the 15-minute lesson those weeks; all guides)
Student Interactive Workbooks	Cluster 4 , Cluster 5 (workbooks page)
Daily lesson decks	Deck 20, Deck 21, Deck 22 (lesson decks page)
Standards Slide Decks (20-minute block)	Editing Slide Decks (breakouts (xxx), (xxxi), (xxxii)); Editing Part Two in every cluster.

🎵 **Sing It: Sweep It Clean** Writing Process album

"Apostrophe shows who owns the thing. Comma helps the reader sing."

Supports: Using apostrophes and commas correctly.

LISTED SCOPE: SAME GRADE 4 CONTENT IN ALL THREE CALENDARS

Implementation Section 6: Syntax

Student goal: I can build complete simple and compound sentences that keep my meaning and avoid common errors.

Before this focus: Write complete simple sentences; use and, but, or to join; recognize fragments.

Calendar	Primary-focus days	Final assessment day
165 days	23 to 28	28
180 days	23 to 28	28
210 days	23 to 28	28

Teaching progression

1. Complete simple sentences, sentence boundaries, and fixing fragments.
2. Compound subjects, predicates, and sentences: and (addition), but (contrast), or (choice), so (result).
Avoiding comma splices and run-ons.
3. Sentence structure for coherence and clarity: add, delete, combine, and rearrange.

Activities

Ready or Not Yet? (whole group)

Sentence Builders (partners)

Show What You Understand (independent)

Reference: Keep this thinking handy.

Assessment: the section's five-question assessment, given after the final teaching cycle, with its answer key and rationales.

Evidence and Grade 4 adjustments

Retain checks for complete sentences, compound sentences with coordinating conjunctions, and fixes for comma splices, run-ons, and fragments. Sentence structure choices must improve coherence and clarity.

WHERE IMPLEMENTATION SECTION 6 LIVES IN OUR MATERIALS

Resource	Where
Focus weeks (180-day)	Weeks 23 to 25: C5 M3, C5 M4, C6 M1
Teacher Lesson Plans (same weeks)	Cluster 5 , Cluster 6 (the 15-minute lesson those weeks; all guides)
Student Interactive Workbooks	Cluster 5 , Cluster 6 (workbooks page)
Daily lesson decks	Deck 23, Deck 24, Deck 25 (lesson decks page)
Standards Slide Decks (20-minute block)	Revising Slide Decks (4.11C) every week, 36 sheets. Editing breakouts (i), (ii), (iii), (iv), (v), (xviii), (xix), (xx).

🎵 **Sing It: Sweep It Clean** Writing Process album

"Simple, compound, make them clear. Fragments, run-ons disappear."

Supports: Building complete simple and compound sentences.

LISTED SCOPE: SAME GRADE 4 CONTENT IN ALL THREE CALENDARS

Implementation Section 7: Word Choice

Student goal: I can use references and context to choose, explain, and use precise words.

Before this focus: Use a glossary or dictionary for meaning; identify synonyms and antonyms; read and use homophones.

Calendar	Primary-focus days	Final assessment day
165 days	26 to 32	32
180 days	26 to 32	32
210 days	26 to 32	32

Teaching progression

1. References and word study tools: meaning, syllabication, and pronunciation; alphabetize to the third letter.
2. Word relationships in connected text: synonyms, antonyms, homophones, homographs, and idioms in context.
3. Precise choices, clear references, and voice: revise only to improve clarity. Laboratory cycle: fresh patterns and practice. Added in both the 180- and 210-day plans. It occurs immediately before the final cycle.

Activities

Audition Two Words (whole group)

Word Auditions (partners)

Show What You Understand (independent)

Reference: Keep this thinking handy.

Assessment: the section's five-question assessment, given after the final teaching cycle, with its answer key and rationales.

Evidence and Grade 4 adjustments

Retain checks for dictionary and thesaurus use, synonyms, antonyms, homophones, homographs, idioms, and precise word choice. Revision must improve clarity without changing meaning.

WHERE IMPLEMENTATION SECTION 7 LIVES IN OUR MATERIALS

Resource	Where
Focus weeks (180-day)	Weeks 26 to 29: C6 M2, C6 M3, C6 M4, C7 M1
Teacher Lesson Plans (same weeks)	Cluster 6 , Cluster 7 (the 15-minute lesson those weeks; all guides)
Student Interactive Workbooks	Cluster 6 , Cluster 7 (workbooks page)
Daily lesson decks	Deck 26, Deck 27, Deck 28, Deck 29 (lesson decks page)
Standards Slide Decks (20-minute block)	Revising Slide Decks (4.11C) every week, 36 sheets.

🎵 **Sing It: Sweep It Clean** Writing Process album

"Choose the word that fits just right. Synonyms help the reader's sight."

Supports: Using precise vocabulary and word relationships.

LISTED SCOPE: SAME GRADE 4 CONTENT IN ALL THREE CALENDARS

Implementation Section 8: Literary Devices

Student goal: I can find an author's choice, show the words, and explain its purpose and effect.

Before this focus: Notice repetition and contrast in text; identify rhyme and alliteration in poems; use Device, Detail, Job for a single device.

Calendar	Primary-focus days	Final assessment day
165 days	30 to 35	35
180 days	30 to 35	35
210 days	30 to 35	35

Teaching progression

1. Imagery, repetition, contrast, and purpose (Device, Detail, Job).
2. Sound choices in a variety of poems: onomatopoeia, alliteration, rhyme scheme, meter, and stanzas.
3. First person, third person limited, and third person omniscient point of view, and language that creates voice.

Activities

What Changed for the Reader? (whole group)

The Craft Lab (partners)

Show What You Understand (independent)

Reference: Keep this thinking handy.

Assessment: the section's five-question assessment, given after the final teaching cycle, with its answer key and rationales.

Evidence and Grade 4 adjustments

Retain checks for imagery, repetition, contrast, sound choices (onomatopoeia, alliteration, rhyme scheme, meter), point of view. Students must use Device, Detail, Job to explain each choice.

WHERE IMPLEMENTATION SECTION 8 LIVES IN OUR MATERIALS

Resource	Where
Focus weeks (180-day)	Weeks 30 to 32: C7 M2, C7 M3, C7 M4
Teacher Lesson Plans (same weeks)	Cluster 7 (the 15-minute lesson those weeks; all guides)
Student Interactive Workbooks	Cluster 7 (workbooks page)
Daily lesson decks	Deck 30, Deck 31, Deck 32 (lesson decks page)
Standards Slide Decks (20-minute block)	Cluster 7 Poetry and Narrative (weeks 29 to 32, Teacher Lesson Plan , workbook) teaches poems through LEAVES: layout, emotion, artistic language, voice, echo and sound, and significance.

LISTED SCOPE: SAME GRADE 4 CONTENT IN ALL THREE CALENDARS

Implementation Section 9: Figurative Language

Student goal: I can explain literal and nonliteral language, use context, and tell why the author chose it.

Before this focus: Distinguish literal from nonliteral meaning; identify similes; explain why an author might exaggerate.

Calendar	Primary-focus days	Final assessment day
165 days	33 to 35	35
180 days	33 to 38	38
210 days	33 to 38	38

Teaching progression

1. Literal language and meaningful comparisons: literal versus nonliteral meaning, similes, and metaphors.
2. Idioms, hyperbole, and personification in context.
3. Purpose and evidence: explain how figurative language changes the reader's understanding.

Activities

Borrow One Quality (whole group)

Meaning Match-Up (partners)

Show What You Understand (independent)

Reference: Keep this thinking handy.

Assessment: the section's five-question assessment, given after the final teaching cycle, with its answer key and rationales.

Evidence and Grade 4 adjustments

Retain checks for similes, metaphors, idioms, hyperbole, and personification. Students must explain how figurative language changes the reader's understanding with text evidence.

WHERE IMPLEMENTATION SECTION 9 LIVES IN OUR MATERIALS

Resource	Where
Focus weeks (180-day)	Weeks 33 to 35: C8 M1, C8 M2, C8 M3
Teacher Lesson Plans (same weeks)	Cluster 8 (the 15-minute lesson those weeks; all guides)
Student Interactive Workbooks	Cluster 8 (workbooks page)
Daily lesson decks	Deck 33, Deck 34, Deck 35 (lesson decks page)
Standards Slide Decks (20-minute block)	Cluster 7 Poetry and Narrative (weeks 29 to 32, Teacher Lesson Plan , workbook) teaches poems through LEAVES: layout, emotion, artistic language, voice, echo and sound, and significance.

IMPLEMENTATION GUIDE

Primary Grade 4 TEKS register

Each section's primary TEKS codes are listed below. Every code is verified against the Grade 4 Teacher Lesson Plans and Standards Slide Decks.

Section	Primary TEKS
Section 1: Spelling	4.2(B)(i) through (vii); 4.11D(xxxiii), (xxxiv), (xxxv)
Section 2: Grammar: Sentence Weather	4.11D(i) through (xx)
Section 3: Morphemes	4.3(C); 4.2(B)(vi) and (vii)
Section 4: Capitalization	4.11D(xxi) through (xxix)
Section 5: Punctuation	4.11D(xxx), (xxxi), (xxxii)
Section 6: Syntax	4.11C; 4.11D(i) through (v), (xviii), (xix), (xx)
Section 7: Word Choice	4.3(A), (B), (D); 4.2(C); 4.11C
Section 8: Literary Devices	4.10(D), (E), (F); 4.9(B)
Section 9: Figurative Language	4.10(D), (G); 4.3(B), (D)

4.11D

TEKS 4.11D: Our 35 Breakouts and the Crosswalk

The TEKS text lists 4.11D as 11 clauses. Our lesson plans, workbooks, Standards Slide Decks, and tracking sheets number it as 35 breakouts. Every 4.11D reference in this guide uses breakout numbers. Every breakout is taught on class slides, scripted, and tracked.

Clause	Clause wording (including ...)	Our breakout numbers
(i)	complete simple and compound sentences with subject-verb agreement and avoid splices, run-ons, and fragments	4.11D(i), (ii), (iii), (iv), (v)
(ii)	past tense of irregular verbs	4.11D(vi)
(iii)	singular, plural, common, and proper nouns	4.11D(vii), (viii), (ix), (x)
(iv)	adjectives, including their comparative and superlative forms	4.11D(xi), (xii)
(v)	adverbs that convey frequency and adverbs that convey degree	4.11D(xiii), (xiv)
(vi)	prepositions and prepositional phrases	4.11D(xv), (xvi)
(vii)	pronouns, including reflexive	4.11D(xvii)
(viii)	coordinating conjunctions to form compound subjects, predicates, and sentences	4.11D(xviii), (xix), (xx)
(ix)	capitalization of historical events, periods, documents, titles of books, stories, and essays, languages, and names of groups and nationalities	4.11D(xxi), (xxii), (xxiii), (xxiv), (xxv), (xxvi), (xxvii), (xxviii), (xxix)
(x)	apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue	4.11D(xxx), (xxxi), (xxxii)
(xi)	correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	4.11D(xxxiii), (xxxiv), (xxxv)

Clause (i): complete simple and compound sentences with subject-verb agreement and avoid splices, run-ons, and fragments

Breakout	Skill	Editing slides (weeks)	Editing scripts (weeks)	Part Two (slides + script)	Tracking pages
(i)	Complete Sentences & Subject-Verb Agreement	1, 5, 9, 13, 17, 21, 25, 29, 33	1, 2, 3, 4, 5, 9, 13, 17, 21, 22, 23, 24, 25, 29, 33	C0	38
(ii)	Compound Sentences & Agreement	none	none	C5	2
(iii)	Fixing Comma Splices	none	none	C5	2
(iv)	Fixing Run-On Sentences	none	none	C5	2
(v)	Fixing Sentence Fragments	none	none	C5	2

Clause (ii): past tense of irregular verbs

Breakout	Skill	Editing slides (weeks)	Editing scripts (weeks)	Part Two (slides + script)	Tracking pages
(vi)	Past Tense of Irregular Verbs	none	none	C1	2

Clause (iii): singular, plural, common, and proper nouns

Breakout	Skill	Editing slides (weeks)	Editing scripts (weeks)	Part Two (slides + script)	Tracking pages
(vii)	Singular Nouns	2, 6, 10, 14, 18, 22, 26, 30, 34	1, 2, 3, 4, 6, 10, 14, 18, 22, 26, 30, 34	C0	38
(viii)	Plural Nouns	2, 6, 10, 14, 18, 22, 26, 30, 31, 34	2, 5, 6, 7, 8, 10, 14, 18, 22, 26, 29, 30, 31, 32, 34	C1	39
(ix)	Common Nouns	3, 7, 11, 15, 19, 23, 27, 31, 35	1, 2, 3, 4, 5, 6, 7, 8, 11, 15, 17, 18, 19, 20, 23, 27, 29, 30, 31, 32, 33, 34, 35, 36	C0	38
(x)	Proper Nouns	3, 7, 11, 15, 19, 20, 23, 27, 31, 34, 35	1, 2, 3, 4, 5, 6, 7, 8, 11, 15, 17, 18, 19, 20, 23, 27, 29, 30, 31, 32, 33, 34, 35, 36	C1	39

Clause (iv): adjectives, including their comparative and superlative forms

Breakout	Skill	Editing slides (weeks)	Editing scripts (weeks)	Part Two (slides + script)	Tracking pages
(xi)	Comparative Adjectives	none	none	C2	2
(xii)	Superlative Adjectives	none	none	C2	2

Clause (v): adverbs that convey frequency and adverbs that convey degree

Breakout	Skill	Editing slides (weeks)	Editing scripts (weeks)	Part Two (slides + script)	Tracking pages
(xiii)	Adverbs of Frequency	none	none	C2	2
(xiv)	Adverbs of Degree	none	none	C2	2

Clause (vi): prepositions and prepositional phrases

Breakout	Skill	Editing slides (weeks)	Editing scripts (weeks)	Part Two (slides + script)	Tracking pages
(xv)	Prepositions	none	none	C3	2
(xvi)	Prepositional Phrases	none	none	C3	2

Clause (vii): pronouns, including reflexive

Breakout	Skill	Editing slides (weeks)	Editing scripts (weeks)	Part Two (slides + script)	Tracking pages
(xvii)	Reflexive Pronouns	none	none	C4	2

Clause (viii): coordinating conjunctions to form compound subjects, predicates, and sentences

Breakout	Skill	Editing slides (weeks)	Editing scripts (weeks)	Part Two (slides + script)	Tracking pages
(xviii)	Conjunctions: Compound Subjects	none	none	C5	2
(xix)	Conjunctions: Compound Predicates	none	none	C5	2
(xx)	Conjunctions: Compound Sentences	none	none	C5	1

Clause (ix): capitalization of historical events, periods, documents, titles of books, stories, and essays, languages, and names of groups and nationalities

Breakout	Skill	Editing slides (weeks)	Editing scripts (weeks)	Part Two (slides + script)	Tracking pages
(xxi)	Capitalize Historical Periods	none	none	C4	2
(xxii)	Capitalize Historical Events	none	none	C4	2
(xxiii)	Capitalize Historical Documents	none	none	C4	2
(xxiv)	Capitalize Titles of Books	none	none	C4	2
(xxv)	Capitalize Titles of Stories	none	none	C4	2
(xxvi)	Capitalize Titles of Essays	none	none	C4	2
(xxvii)	Capitalize Languages	none	none	C4	2
(xxviii)	Capitalize Names of Groups	none	none	C4	2
(xxix)	Capitalize Nationalities	none	none	C4	2

Clause (x): apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue

Breakout	Skill	Editing slides (weeks)	Editing scripts (weeks)	Part Two (slides + script)	Tracking pages
(xxx)	Apostrophes in Possessives	none	none	C6	2
(xxxi)	Commas in Compound Sentences	none	none	C5	2
(xxxii)	Quotation Marks in Dialogue	none	none	C6	2

Clause (xi): correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words

Breakout	Skill	Editing slides (weeks)	Editing scripts (weeks)	Part Two (slides + script)	Tracking pages
(xxxiii)	Spelling: Grade-Appropriate Patterns	none	none	C1	3
(xxxiv)	Spelling: Grade-Appropriate Rules	none	none	C3	2
(xxxv)	Spelling High-Frequency Words	4, 8, 12, 16, 20, 24, 28, 32, 36	1, 2, 3, 4, 8, 12, 16, 20, 24, 28, 32, 36	C0	39

IMPLEMENTATION GUIDE

Related and routine TEKS

Beyond each section's primary TEKS, these related standards appear routinely in the Implementation scope:

Code	Standard (abbreviated)
4.11A	Composition: plan a first draft by selecting a genre for a particular topic, purpose, and audience.
4.11B	Develop drafts into a focused, structured, and coherent piece of writing.
4.11C	Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.
4.12A	Compose literary texts such as personal narratives and poetry.
4.12B	Compose informational texts, including brief compositions that convey information about a topic.
4.7C	Use text evidence to support an appropriate response.
4.2B	Use common, grade-appropriate Greek or Latin suffixes and prefixes.
4.3A	Use print or digital resources to determine meaning, syllabication, and pronunciation.
4.3B	Use context to determine meaning of unfamiliar words.
4.3C	Identify the meaning of and use words with affixes.
4.3D	Identify, use, and explain the meaning of homophones, homographs, antonyms, synonyms, and idioms.

IMPLEMENTATION GUIDE

Grade 4 source adaptations

This guide was adapted from the Grade 3 Implementation Guide structure to fit Grade 4 TEKS and materials. The nine-section structure, the GRADUATE teaching framework, the 15 + 20 daily time model, and the three calendar formats are identical across grades. The following elements were adapted for Grade 4:

Element	Adaptation
TEKS codes	All codes updated to Grade 4 TEKS. Every 4.11D breakout verified against the Grade 4 TEKS 11D Chart.
Teaching progressions	Each section's progression reflects Grade 4 complexity: reflexive pronouns, comma splices, run-ons, fragments, frequency and degree adverbs, historical capitalization, dialogue quotation marks.
Spelling rules	All 36 spelling rules taken from the Grade 4 Spelling Teacher Scripts.
Module data	All 36 modules, passages, frameworks, and stamina levels from the Grade 4 Scope and Sequence.
Material links	All Teacher Lesson Plan, Student Interactive Workbook, Daily Deck, and Standards Slide Deck references point to Grade 4 files on the IMRA site.
11D breakouts	35 breakouts verified against the Grade 4 TEKS 11D Chart (Grade 3 has 32).
Practice texts and poems	Adapted from the Grade 3 structure. Practice texts and poems reference Grade 4 reading passages and age-appropriate content.

IMPLEMENTATION GUIDE

Practice seeds and expected thinking

Each section's activities include practice seeds: short, grade-appropriate prompts that model the thinking a student should produce. Seeds grow in complexity across the section's progression.

A spelling seed: 'The word is important. I hear four syllables: im-por-tant. The prefix im- is followed by the base port and the suffix -ant. I check: i-m-p-o-r-t-a-n-t.'

A grammar seed: 'The dog chases every day. Subject: dog (singular common noun). Verb: chases (present tense, agrees with dog). The Sentence Weather forecast: sun (dog), raindrop blue (chases).'

A figurative language seed: 'The author writes, "The wind whispered through the trees." This is personification. The author chose this because it makes the wind seem gentle and alive.'

IMPLEMENTATION GUIDE

Literary practice text: context for craft

Sections 8 (Literary Devices) and 9 (Figurative Language) use literary practice texts to give students real examples of authors' choices. The Grade 4 reading passages in the Teacher Lesson Plans and Daily Decks provide the primary literary context.

Practice with craft begins with a short passage read aloud. Students identify the device, locate the exact words, and explain the effect on the reader. The Device, Detail, Job framework structures this thinking.

IMPLEMENTATION GUIDE

Literary practice: poems

Section 8 includes poems from the Grade 4 reading passages and from Cluster 7 (Poetry and Narrative).

Students analyze sound choices (onomatopoeia, alliteration, rhyme scheme, meter, and stanzas), point of view, and voice.

The LEAVES framework (Layout, Emotion, Artistic language, Voice, Echo and sound, Significance) guides poetry analysis in Cluster 7.

CALENDARS

How the Three Charts Fit the 36 Modules

The writing year never loses or gains a module. The Implementation charts that follow count Standards block days, so the number of Implementation cycles matches the number of instructional days. In the 180-day chart each cycle names its module week exactly; in the 165 and 210-day charts the module shown is the approximate week, because module weeks there are shortened or lengthened by the pacing rule.

Calendar	Writing year (Grade 4 Pacing Calendars)	Implementation cycles
165 days	All 36 modules. Award + Target (Day 4) and Educate + Explain (Day 5) combine in 15 modules.	33 cycles (165 Standards block days)
180 days	All 36 modules, one per week, all five GRADUATE days.	36 cycles; cycle n runs with module week n
210 days	All 36 modules plus an optional sixth Apply and Extend day in 30 modules, plus review and assessment days.	42 cycles (210 Standards block days)

165-day scope and sequence

DAYS 1 TO 165

Opening and closing in listed form

The first cycle establishes routines. The final cycle reviews and extends. Every cycle between follows the GRADUATE framework: Gather, Reveal, Attempt, Discuss, Use, Award, Target, Explain.

Cycle 1 | Ro | Entry evidence and workshop routines

about Week 1: PREPARE M1

Day / format	Concept, activity, and evidence
1 1 Whole group + entry	Establish listening, speaking, turn-taking, and explanation routines; collect a short independent writing sample. Evidence: one unassisted sentence and observed discussion.
2 2 Entry: words	Read and spell a small set across syllable types, endings, and familiar high-frequency words; record baseline accuracy.
3 3 Entry: sentences	Identify sentence parts in two simple sentences; record Sentence Weather baseline. Collect a short speaking sample for language awareness.
4 4 Entry: editing	Mark corrections in a short paragraph with planted errors; record which conventions the student already recognizes.
5 5 Entry: summary	Review entry data; group students for initial instruction. Note: this is data collection, not formal assessment.

Cycle 2 | S1.1 | Closed, open, and VCe syllables in multisyllabic words (fant

about Week 2: PREPARE M2

Day / format	Concept, activity, and evidence
6 1 Concept + whole group	Keep It or Repair It? (whole group). Closed, open, and VCe syllables in multisyllabic words (fantastic, recognize, complete). Evidence: exit slip.
7 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
8 3 Partners / small group	Spelling Proof Match (partners). New round with examples from the current progression step. Teacher circulates and records.
9 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
10 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.

Cycle 3 | S1.2 | Vowel teams, r-controlled, and consonant-le syllables (neigh

about Week 3: PREPARE M3

Day / format	Concept, activity, and evidence
11 1 Concept + whole group	Keep It or Repair It? (whole group). Vowel teams, r-controlled, and consonant-le syllables (neighborhood, important, sparkle). Evidence: exit slip.
12 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
13 3 Partners / small group	Spelling Proof Match (partners). New round with examples from the current progression step. Teacher circulates and records.
14 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
15 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.

Cycle 4 | S1.3 | Syllable division patterns

about Week 4: PREPARE M4

Day / format	Concept, activity, and evidence
16 1 Concept + whole group	Keep It or Repair It? (whole group). Syllable division patterns: VCCV, VCV, VCCCV, and V/V (hap/pen, si/lent, pump/kin, po/em). Evidence: exit slip.
17 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
18 3 Partners / small group	Spelling Proof Match (partners). New round with examples from the current progression step. Teacher circulates and records.
19 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
20 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.

Cycle 5 | S1.4 | Homophones, compound words, contractions, and abbreviations

about Week 5: C1 M1

Day / format	Concept, activity, and evidence
21 1 Concept + whole group	Keep It or Repair It? (whole group). Homophones, compound words, contractions, and abbreviations (principal/principle, earthquake, I've, Ave.). Evidence: exit slip.
22 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
23 3 Partners / small group	Spelling Proof Match (partners). New round with examples from the current progression step. Teacher circulates and records.
24 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
25 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.

Cycle 6 | S1.5 | Prefixes, suffixes, and spelling changes at the boundary (un**about Week 6: C1 M2**

Day / format	Concept, activity, and evidence
26 1 Concept + whole group	Keep It or Repair It? (whole group). Prefixes, suffixes, and spelling changes at the boundary (unhappy; hope/hoping; beauty/beautiful; carry/carried). Evidence: exit slip.
27 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
28 3 Partners / small group	Spelling Proof Match (partners). New round with examples from the current progression step. Teacher circulates and records.
29 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
30 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.

Cycle 7 | S1X | Spelling laboratory: fresh patterns and practice**about Week 7: C1 M3**

Day / format	Concept, activity, and evidence
31 1 Concept + whole group	Keep It or Repair It? (whole group). Laboratory: fresh patterns and practice Evidence: exit slip.
32 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
33 3 Partners / small group	Spelling Proof Match (partners). New round with examples from the current progression step. Teacher circulates and records.
34 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
35 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.

Cycle 8 | S1A | Section 1 formal assessment

about Week 8: C1 M4

Day / format	Concept, activity, and evidence
36 1 Concept + whole group	Retrieval: revisit three key items from previous cycles. Keep It or Repair It? (whole group): review the hardest skill from Section 1. Evidence: exit slip with one fresh item.
37 2 Concept + distractors	Compare a plausible incorrect choice with the correct answer and explain the difference. Add one application across sections.
38 3 Partners / small group	Spelling Proof Match (partners): replay with new examples from the section. Rotate roles; teacher circulates and records.
39 4 Independent practice	Complete a fresh parallel response (not the formal assessment). Compare with a peer and explain one choice.
40 5 Formal assessment	Section 1 formal five-question assessment (2 min directions, 16 min independent work, 2 min self-review). Record results on the evidence tracker.

Cycle 9 | S2.1 | Identify

about Week 9: C2 M1

Day / format	Concept, activity, and evidence
41 1 Concept + whole group	What Is the Word Doing? (whole group). Identify: word jobs first, with neutral shapes, before any color. Introduce frequency adverbs (always, sometimes, never). Evidence: exit slip.
42 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
43 3 Partners / small group	Build the Sentence Forecast (partners). New round with examples from the current progression step. Teacher circulates and records.
44 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
45 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.

Cycle 10 | S2.2 | Differentiate

about Week 10: C2 M2

Day / format	Concept, activity, and evidence
46 1 Concept + whole group	What Is the Word Doing? (whole group). Differentiate: past tense of irregular verbs; reflexive pronouns (myself, herself, themselves). Evidence: exit slip.
47 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
48 3 Partners / small group	Build the Sentence Forecast (partners). New round with examples from the current progression step. Teacher circulates and records.
49 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
50 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.

Cycle 11 | S2.3 | Classify

about Week 11: C2 M3

Day / format	Concept, activity, and evidence
51 1 Concept + whole group	What Is the Word Doing? (whole group). Classify: noun number, proper and common, and comparative and superlative adjectives (bigger, biggest). Evidence: exit slip.
52 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
53 3 Partners / small group	Build the Sentence Forecast (partners). New round with examples from the current progression step. Teacher circulates and records.
54 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
55 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.

Cycle 12 | S2.4 | Connect

about Week 13: C3 M1

Day / format	Concept, activity, and evidence
56 1 Concept + whole group	What Is the Word Doing? (whole group). Connect: adverbs of degree (very, almost, too), prepositional phrases, and the Horizon between subject and predicate. Evidence: exit slip.
57 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
58 3 Partners / small group	Build the Sentence Forecast (partners). New round with examples from the current progression step. Teacher circulates and records.
59 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
60 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.

Cycle 13 | S2.5 | Test

about Week 14: C3 M2

Day / format	Concept, activity, and evidence
61 1 Concept + whole group	What Is the Word Doing? (whole group). Test: complete simple and compound sentences with subject-verb agreement; avoid comma splices, run-ons, and fragments. Evidence: exit slip.
62 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
63 3 Partners / small group	Build the Sentence Forecast (partners). New round with examples from the current progression step. Teacher circulates and records.
64 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
65 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.

Cycle 14 | S2.6 | Integrate

about Week 15: C3 M3

Day / format	Concept, activity, and evidence
66 1 Concept + whole group	What Is the Word Doing? (whole group). Integrate: choose the lightest useful layer to explain tense, agreement, and relationships. Evidence: exit slip.
67 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
68 3 Partners / small group	Build the Sentence Forecast (partners). New round with examples from the current progression step. Teacher circulates and records.
69 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
70 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.

Cycle 15 | S2X | Grammar: Sentence Weather laboratory: fresh patterns and practice

about Week 16: C3 M4

Day / format	Concept, activity, and evidence
71 1 Concept + whole group	What Is the Word Doing? (whole group). Laboratory: fresh patterns and practice Evidence: exit slip.
72 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
73 3 Partners / small group	Build the Sentence Forecast (partners). New round with examples from the current progression step. Teacher circulates and records.
74 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
75 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.

Cycle 16 | S2A | Section 2 formal assessment

about Week 17: C4 M1

Day / format	Concept, activity, and evidence
76 1 Concept + whole group	Retrieval: revisit three key items from previous cycles. What Is the Word Doing? (whole group): review the hardest skill from Section 2. Evidence: exit slip with one fresh item.
77 2 Concept + distractors	Compare a plausible incorrect choice with the correct answer and explain the difference. Add one application across sections.
78 3 Partners / small group	Build the Sentence Forecast (partners): replay with new examples from the section. Rotate roles; teacher circulates and records.
79 4 Independent practice	Complete a fresh parallel response (not the formal assessment). Compare with a peer and explain one choice.
80 5 Formal assessment	Section 2 formal five-question assessment (2 min directions, 16 min independent work, 2 min self-review). Record results on the evidence tracker.

Cycle 17 | S3.1 | Prefix meaning in a whole word

about Week 18: C4 M2

Day / format	Concept, activity, and evidence
81 1 Concept + whole group	Change a Part, Change a Meaning (whole group). Prefix meaning in a whole word: pre-, non-, dis-, in- (not), im- (into), un-, re-, and mis-. Evidence: exit slip.
82 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
83 3 Partners / small group	The Word-Part Workshop (partners). New round with examples from the current progression step. Teacher circulates and records.
84 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
85 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.

Cycle 18 | S3.2 | Suffix meaning and spelling changes

about Week 19: C4 M3

Day / format	Concept, activity, and evidence
86 1 Concept + whole group	Change a Part, Change a Meaning (whole group). Suffix meaning and spelling changes: -ness, -ful, -less, -ly, -ment, and -tion/-sion. Evidence: exit slip.
87 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
88 3 Partners / small group	The Word-Part Workshop (partners). New round with examples from the current progression step. Teacher circulates and records.
89 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
90 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.

Cycle 19 | S3.3 | Affixes plus context

about Week 20: C4 M4

Day / format	Concept, activity, and evidence
91 1 Concept + whole group	Change a Part, Change a Meaning (whole group). Affixes plus context: blend part, base, and sentence clues to explain a new word. Greek and Latin roots (port, rupt, struct). Evidence: exit slip.
92 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
93 3 Partners / small group	The Word-Part Workshop (partners). New round with examples from the current progression step. Teacher circulates and records.
94 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
95 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.

Cycle 20 | S3A | Section 3 formal assessment

about Week 21: C5 M1

Day / format	Concept, activity, and evidence
96 1 Concept + whole group	Retrieval: revisit three key items from previous cycles. Change a Part, Change a Meaning (whole group): review the hardest skill from Section 3. Evidence: exit slip with one fresh item.
97 2 Concept + distractors	Compare a plausible incorrect choice with the correct answer and explain the difference. Add one application across sections.
98 3 Partners / small group	The Word-Part Workshop (partners): replay with new examples from the section. Rotate roles; teacher circulates and records.
99 4 Independent practice	Complete a fresh parallel response (not the formal assessment). Compare with a peer and explain one choice.
100 5 Formal assessment	Section 3 formal five-question assessment (2 min directions, 16 min independent work, 2 min self-review). Record results on the evidence tracker.

Cycle 21 | S4.1 | Historical events, periods, and documents (the Civil War, th

about Week 22: C5 M2

Day / format	Concept, activity, and evidence
101 1 Concept + whole group	Same Word, Different Job (whole group). Historical events, periods, and documents (the Civil War, the Colonial period, the Constitution). Evidence: exit slip.
102 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
103 3 Partners / small group	Capital Switch (partners). New round with examples from the current progression step. Teacher circulates and records.
104 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
105 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.

Cycle 22 | S4.2 | Titles of books, stories, and essays; languages, groups, and

about Week 23: C5 M3

Day / format	Concept, activity, and evidence
106 1 Concept + whole group	Same Word, Different Job (whole group). Titles of books, stories, and essays; languages, groups, and nationalities (Charlotte's Web, Spanish, Cherokee Nation). Evidence: exit slip.
107 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
108 3 Partners / small group	Capital Switch (partners). New round with examples from the current progression step. Teacher circulates and records.
109 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
110 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.

Cycle 23 | S4A | Section 4 formal assessment

about Week 25: C6 M1

Day / format	Concept, activity, and evidence
111 1 Concept + whole group	Retrieval: revisit three key items from previous cycles. Same Word, Different Job (whole group): review the hardest skill from Section 4. Evidence: exit slip with one fresh item.
112 2 Concept + distractors	Compare a plausible incorrect choice with the correct answer and explain the difference. Add one application across sections.
113 3 Partners / small group	Capital Switch (partners): replay with new examples from the section. Rotate roles; teacher circulates and records.
114 4 Independent practice	Complete a fresh parallel response (not the formal assessment). Compare with a peer and explain one choice.
115 5 Formal assessment	Section 4 formal five-question assessment (2 min directions, 16 min independent work, 2 min self-review). Record results on the evidence tracker.

Cycle 24 | S5.1 | Apostrophes in possessives

about Week 26: C6 M2

Day / format	Concept, activity, and evidence
116 1 Concept + whole group	Give the Mark a Job (whole group). Apostrophes in possessives: singular and plural owners (the dog's bowl, the dogs' bowls). Evidence: exit slip.
117 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
118 3 Partners / small group	Punctuation Repair Lab (partners). New round with examples from the current progression step. Teacher circulates and records.
119 4 Independent work + check	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text. Fresh check of the current skill plus one item from an earlier step.

Cycle 25 | S5.2 | Commas in compound sentences with coordinating conjunctions

about Week 27: C6 M3

Day / format	Concept, activity, and evidence
121 1 Concept + whole group	Give the Mark a Job (whole group). Commas in compound sentences with coordinating conjunctions (and, but, or, so) and commas in a series. Evidence: exit slip.
122 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
123 3 Partners / small group	Punctuation Repair Lab (partners). New round with examples from the current progression step. Teacher circulates and records.
124 4 Independent work + check	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text. Fresh check of the current skill plus one item from an earlier step.

Cycle 26 | S5.3 | Quotation marks in dialogue

about Week 28: C6 M4

Day / format	Concept, activity, and evidence
126 1 Concept + whole group	Give the Mark a Job (whole group). Quotation marks in dialogue: speaker tags before, after, and interrupted. Every mark must earn its place. Evidence: exit slip.
127 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
128 3 Partners / small group	Punctuation Repair Lab (partners). New round with examples from the current progression step. Teacher circulates and records.
129 4 Independent work + check	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text. Fresh check of the current skill plus one item from an earlier step.

Cycle 27 | S5A | Section 5 formal assessment

about Week 29: C7 M1

Day / format	Concept, activity, and evidence
131 1 Concept + whole group	Retrieval: revisit three key items from previous cycles. Give the Mark a Job (whole group): review the hardest skill from Section 5. Evidence: exit slip with one fresh item.
132 2 Concept + distractors	Compare a plausible incorrect choice with the correct answer and explain the difference. Add one application across sections.
133 3 Partners / small group	Punctuation Repair Lab (partners): replay with new examples from the section. Rotate roles; teacher circulates and records.
134 4 Independent practice	Complete a fresh parallel response (not the formal assessment). Compare with a peer and explain one choice. Section 5 formal five-question assessment (2 min directions, 16 min independent work, 2 min self-review). Record results on the evidence tracker..

Cycle 28 | S6.1 | Complete simple sentences, sentence boundaries, and fixing f

about Week 30: C7 M2

Day / format	Concept, activity, and evidence
136 1 Concept + whole group	Ready or Not Yet? (whole group). Complete simple sentences, sentence boundaries, and fixing fragments. Evidence: exit slip.
137 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
138 3 Partners / small group	Sentence Builders (partners). New round with examples from the current progression step. Teacher circulates and records.
139 4 Independent work + check	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text. Fresh check of the current skill plus one item from an earlier step.

Cycle 29 | S6.2 | Compound subjects, predicates, and sentences

about Week 31: C7 M3

Day / format	Concept, activity, and evidence
141 1 Concept + whole group	Ready or Not Yet? (whole group). Compound subjects, predicates, and sentences: and (addition), but (contrast), or (choice), so (result). Avoiding comma splices and run-ons. Evidence: exit slip.
142 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
143 3 Partners / small group	Sentence Builders (partners). New round with examples from the current progression step. Teacher circulates and records.
144 4 Independent work + check	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text. Fresh check of the current skill plus one item from an earlier step.

Cycle 30 | S6.3 | Sentence structure for coherence and clarity

about Week 32: C7 M4

Day / format	Concept, activity, and evidence
146 1 Concept + whole group	Ready or Not Yet? (whole group). Sentence structure for coherence and clarity: add, delete, combine, and rearrange. Evidence: exit slip.
147 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
148 3 Partners / small group	Sentence Builders (partners). New round with examples from the current progression step. Teacher circulates and records.
149 4 Independent work + check	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text. Fresh check of the current skill plus one item from an earlier step.

Cycle 31 | S6A | Section 6 formal assessment

about Week 33: C8 M1

Day / format	Concept, activity, and evidence
151 1 Concept + whole group	Retrieval: revisit three key items from previous cycles. Ready or Not Yet? (whole group): review the hardest skill from Section 6. Evidence: exit slip with one fresh item.
152 2 Concept + distractors	Compare a plausible incorrect choice with the correct answer and explain the difference. Add one application across sections.
153 3 Partners / small group	Sentence Builders (partners): replay with new examples from the section. Rotate roles; teacher circulates and records.
154 4 Independent practice	Complete a fresh parallel response (not the formal assessment). Compare with a peer and explain one choice. Section 6 formal five-question assessment (2 min directions, 16 min independent work, 2 min self-review). Record results on the evidence tracker..

Cycle 32 | S7.1 | References and word study tools

about Week 34: C8 M2

Day / format	Concept, activity, and evidence
156 1 Concept + whole group	Audition Two Words (whole group). References and word study tools: meaning, syllabication, and pronunciation; alphabetize to the third letter. Evidence: exit slip.
157 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
158 3 Partners / small group	Word Auditions (partners). New round with examples from the current progression step. Teacher circulates and records.
159 4 Independent work + check	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text. Fresh check of the current skill plus one item from an earlier step.

Cycle 33 | S7.2 | Word relationships in connected text

about Week 35: C8 M3

Day / format	Concept, activity, and evidence
161 1 Concept + whole group	Audition Two Words (whole group). Word relationships in connected text: synonyms, antonyms, homophones, homographs, and idioms in context. Evidence: exit slip.
162 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
163 3 Partners / small group	Word Auditions (partners). New round with examples from the current progression step. Teacher circulates and records.
164 4 Independent work + check	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text. Fresh check of the current skill plus one item from an earlier step.

180-day scope and sequence

DAYS 1 TO 180

Opening and closing in listed form

The first cycle establishes routines. The final cycle reviews and extends. Every cycle between follows the GRADUATE framework: Gather, Reveal, Attempt, Discuss, Use, Award, Target, Explain.

Cycle 1 | Ro | Entry evidence and workshop routines

Week 1: PREPARE M1

Day / format	Concept, activity, and evidence
1 1 Whole group + entry	Establish listening, speaking, turn-taking, and explanation routines; collect a short independent writing sample. Evidence: one unassisted sentence and observed discussion.
2 2 Entry: words	Read and spell a small set across syllable types, endings, and familiar high-frequency words; record baseline accuracy.
3 3 Entry: sentences	Identify sentence parts in two simple sentences; record Sentence Weather baseline. Collect a short speaking sample for language awareness.
4 4 Entry: editing	Mark corrections in a short paragraph with planted errors; record which conventions the student already recognizes.
5 5 Entry: summary	Review entry data; group students for initial instruction. Note: this is data collection, not formal assessment.

Cycle 2 | S1.1 | Closed, open, and VCe syllables in multisyllabic words (fant**Week 2: PREPARE M2**

Day / format	Concept, activity, and evidence
6 1 Concept + whole group	Keep It or Repair It? (whole group). Closed, open, and VCe syllables in multisyllabic words (fantastic, recognize, complete). Evidence: exit slip.
7 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
8 3 Partners / small group	Spelling Proof Match (partners). New round with examples from the current progression step. Teacher circulates and records.
9 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
10 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.

Cycle 3 | S1.2 | Vowel teams, r-controlled, and consonant-le syllables (neigh**Week 3: PREPARE M3**

Day / format	Concept, activity, and evidence
11 1 Concept + whole group	Keep It or Repair It? (whole group). Vowel teams, r-controlled, and consonant-le syllables (neighborhood, important, sparkle). Evidence: exit slip.
12 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
13 3 Partners / small group	Spelling Proof Match (partners). New round with examples from the current progression step. Teacher circulates and records.
14 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
15 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.

Cycle 4 | S1.3 | Syllable division patterns

Week 4: PREPARE M4

Day / format	Concept, activity, and evidence
16 1 Concept + whole group	Keep It or Repair It? (whole group). Syllable division patterns: VCCV, VCV, VCCCV, and V/V (hap/pen, si/lent, pump/kin, po/em). Evidence: exit slip.
17 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
18 3 Partners / small group	Spelling Proof Match (partners). New round with examples from the current progression step. Teacher circulates and records.
19 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
20 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.

Cycle 5 | S1.4 | Homophones, compound words, contractions, and abbreviations

Week 5: C1 M1

Day / format	Concept, activity, and evidence
21 1 Concept + whole group	Keep It or Repair It? (whole group). Homophones, compound words, contractions, and abbreviations (principal/principle, earthquake, I've, Ave.). Evidence: exit slip.
22 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
23 3 Partners / small group	Spelling Proof Match (partners). New round with examples from the current progression step. Teacher circulates and records.
24 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
25 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.

Cycle 6 | S1.5 | Prefixes, suffixes, and spelling changes at the boundary (un**Week 6: C1 M2**

Day / format	Concept, activity, and evidence
26 1 Concept + whole group	Keep It or Repair It? (whole group). Prefixes, suffixes, and spelling changes at the boundary (unhappy; hope/hoping; beauty/beautiful; carry/carried). Evidence: exit slip.
27 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
28 3 Partners / small group	Spelling Proof Match (partners). New round with examples from the current progression step. Teacher circulates and records.
29 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
30 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.

Cycle 7 | S1X | Spelling laboratory: fresh patterns and practice**Week 7: C1 M3**

Day / format	Concept, activity, and evidence
31 1 Concept + whole group	Keep It or Repair It? (whole group). Laboratory: fresh patterns and practice Evidence: exit slip.
32 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
33 3 Partners / small group	Spelling Proof Match (partners). New round with examples from the current progression step. Teacher circulates and records.
34 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
35 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.

Cycle 8 | S1A | Section 1 formal assessment**Week 8: C1 M4**

Day / format	Concept, activity, and evidence
36 1 Concept + whole group	Retrieval: revisit three key items from previous cycles. Keep It or Repair It? (whole group): review the hardest skill from Section 1. Evidence: exit slip with one fresh item.
37 2 Concept + distractors	Compare a plausible incorrect choice with the correct answer and explain the difference. Add one application across sections.
38 3 Partners / small group	Spelling Proof Match (partners): replay with new examples from the section. Rotate roles; teacher circulates and records.
39 4 Independent practice	Complete a fresh parallel response (not the formal assessment). Compare with a peer and explain one choice.
40 5 Formal assessment	Section 1 formal five-question assessment (2 min directions, 16 min independent work, 2 min self-review). Record results on the evidence tracker.

Cycle 9 | S2.1 | Identify**Week 9: C2 M1**

Day / format	Concept, activity, and evidence
41 1 Concept + whole group	What Is the Word Doing? (whole group). Identify: word jobs first, with neutral shapes, before any color. Introduce frequency adverbs (always, sometimes, never). Evidence: exit slip.
42 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
43 3 Partners / small group	Build the Sentence Forecast (partners). New round with examples from the current progression step. Teacher circulates and records.
44 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
45 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.

Cycle 10 | S2.2 | Differentiate**Week 10: C2 M2**

Day / format	Concept, activity, and evidence
46 1 Concept + whole group	What Is the Word Doing? (whole group). Differentiate: past tense of irregular verbs; reflexive pronouns (myself, herself, themselves). Evidence: exit slip.
47 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
48 3 Partners / small group	Build the Sentence Forecast (partners). New round with examples from the current progression step. Teacher circulates and records.
49 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
50 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.

Cycle 11 | S2.3 | Classify**Week 11: C2 M3**

Day / format	Concept, activity, and evidence
51 1 Concept + whole group	What Is the Word Doing? (whole group). Classify: noun number, proper and common, and comparative and superlative adjectives (bigger, biggest). Evidence: exit slip.
52 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
53 3 Partners / small group	Build the Sentence Forecast (partners). New round with examples from the current progression step. Teacher circulates and records.
54 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
55 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.

Cycle 12 | S2.4 | Connect

Week 12: C2 M4

Day / format	Concept, activity, and evidence
56 1 Concept + whole group	What Is the Word Doing? (whole group). Connect: adverbs of degree (very, almost, too), prepositional phrases, and the Horizon between subject and predicate. Evidence: exit slip.
57 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
58 3 Partners / small group	Build the Sentence Forecast (partners). New round with examples from the current progression step. Teacher circulates and records.
59 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
60 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.

Cycle 13 | S2.5 | Test

Week 13: C3 M1

Day / format	Concept, activity, and evidence
61 1 Concept + whole group	What Is the Word Doing? (whole group). Test: complete simple and compound sentences with subject-verb agreement; avoid comma splices, run-ons, and fragments. Evidence: exit slip.
62 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
63 3 Partners / small group	Build the Sentence Forecast (partners). New round with examples from the current progression step. Teacher circulates and records.
64 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
65 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.

Cycle 14 | S2.6 | Integrate**Week 14: C3 M2**

Day / format	Concept, activity, and evidence
66 1 Concept + whole group	What Is the Word Doing? (whole group). Integrate: choose the lightest useful layer to explain tense, agreement, and relationships. Evidence: exit slip.
67 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
68 3 Partners / small group	Build the Sentence Forecast (partners). New round with examples from the current progression step. Teacher circulates and records.
69 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
70 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.

Cycle 15 | S2X | Grammar: Sentence Weather laboratory: fresh patterns and practice**Week 15: C3 M3**

Day / format	Concept, activity, and evidence
71 1 Concept + whole group	What Is the Word Doing? (whole group). Laboratory: fresh patterns and practice Evidence: exit slip.
72 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
73 3 Partners / small group	Build the Sentence Forecast (partners). New round with examples from the current progression step. Teacher circulates and records.
74 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
75 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.

Cycle 16 | S2A | Section 2 formal assessment**Week 16: C3 M4**

Day / format	Concept, activity, and evidence
76 1 Concept + whole group	Retrieval: revisit three key items from previous cycles. What Is the Word Doing? (whole group): review the hardest skill from Section 2. Evidence: exit slip with one fresh item.
77 2 Concept + distractors	Compare a plausible incorrect choice with the correct answer and explain the difference. Add one application across sections.
78 3 Partners / small group	Build the Sentence Forecast (partners): replay with new examples from the section. Rotate roles; teacher circulates and records.
79 4 Independent practice	Complete a fresh parallel response (not the formal assessment). Compare with a peer and explain one choice.
80 5 Formal assessment	Section 2 formal five-question assessment (2 min directions, 16 min independent work, 2 min self-review). Record results on the evidence tracker.

Cycle 17 | S3.1 | Prefix meaning in a whole word**Week 17: C4 M1**

Day / format	Concept, activity, and evidence
81 1 Concept + whole group	Change a Part, Change a Meaning (whole group). Prefix meaning in a whole word: pre-, non-, dis-, in- (not), im- (into), un-, re-, and mis-. Evidence: exit slip.
82 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
83 3 Partners / small group	The Word-Part Workshop (partners). New round with examples from the current progression step. Teacher circulates and records.
84 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
85 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.

Cycle 18 | S3.2 | Suffix meaning and spelling changes**Week 18: C4 M2**

Day / format	Concept, activity, and evidence
86 1 Concept + whole group	Change a Part, Change a Meaning (whole group). Suffix meaning and spelling changes: -ness, -ful, -less, -ly, -ment, and -tion/-sion. Evidence: exit slip.
87 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
88 3 Partners / small group	The Word-Part Workshop (partners). New round with examples from the current progression step. Teacher circulates and records.
89 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
90 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.

Cycle 19 | S3.3 | Affixes plus context**Week 19: C4 M3**

Day / format	Concept, activity, and evidence
91 1 Concept + whole group	Change a Part, Change a Meaning (whole group). Affixes plus context: blend part, base, and sentence clues to explain a new word. Greek and Latin roots (port, rupt, struct). Evidence: exit slip.
92 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
93 3 Partners / small group	The Word-Part Workshop (partners). New round with examples from the current progression step. Teacher circulates and records.
94 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
95 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.

Cycle 20 | S3A | Section 3 formal assessment

Week 20: C4 M4

Day / format	Concept, activity, and evidence
96 1 Concept + whole group	Retrieval: revisit three key items from previous cycles. Change a Part, Change a Meaning (whole group): review the hardest skill from Section 3. Evidence: exit slip with one fresh item.
97 2 Concept + distractors	Compare a plausible incorrect choice with the correct answer and explain the difference. Add one application across sections.
98 3 Partners / small group	The Word-Part Workshop (partners): replay with new examples from the section. Rotate roles; teacher circulates and records.
99 4 Independent practice	Complete a fresh parallel response (not the formal assessment). Compare with a peer and explain one choice.
100 5 Formal assessment	Section 3 formal five-question assessment (2 min directions, 16 min independent work, 2 min self-review). Record results on the evidence tracker.

Cycle 21 | S4.1 | Historical events, periods, and documents (the Civil War, th

Week 21: C5 M1

Day / format	Concept, activity, and evidence
101 1 Concept + whole group	Same Word, Different Job (whole group). Historical events, periods, and documents (the Civil War, the Colonial period, the Constitution). Evidence: exit slip.
102 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
103 3 Partners / small group	Capital Switch (partners). New round with examples from the current progression step. Teacher circulates and records.
104 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
105 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.

Cycle 22 | S4.2 | Titles of books, stories, and essays; languages, groups, and**Week 22: C5 M2**

Day / format	Concept, activity, and evidence
106 1 Concept + whole group	Same Word, Different Job (whole group). Titles of books, stories, and essays; languages, groups, and nationalities (Charlotte's Web, Spanish, Cherokee Nation). Evidence: exit slip.
107 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
108 3 Partners / small group	Capital Switch (partners). New round with examples from the current progression step. Teacher circulates and records.
109 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
110 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.

Cycle 23 | S4A | Section 4 formal assessment**Week 23: C5 M3**

Day / format	Concept, activity, and evidence
111 1 Concept + whole group	Retrieval: revisit three key items from previous cycles. Same Word, Different Job (whole group): review the hardest skill from Section 4. Evidence: exit slip with one fresh item.
112 2 Concept + distractors	Compare a plausible incorrect choice with the correct answer and explain the difference. Add one application across sections.
113 3 Partners / small group	Capital Switch (partners): replay with new examples from the section. Rotate roles; teacher circulates and records.
114 4 Independent practice	Complete a fresh parallel response (not the formal assessment). Compare with a peer and explain one choice.
115 5 Formal assessment	Section 4 formal five-question assessment (2 min directions, 16 min independent work, 2 min self-review). Record results on the evidence tracker.

Cycle 24 | S5.1 | Apostrophes in possessives**Week 24: C5 M4**

Day / format	Concept, activity, and evidence
116 1 Concept + whole group	Give the Mark a Job (whole group). Apostrophes in possessives: singular and plural owners (the dog's bowl, the dogs' bowls). Evidence: exit slip.
117 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
118 3 Partners / small group	Punctuation Repair Lab (partners). New round with examples from the current progression step. Teacher circulates and records.
119 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
120 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.

Cycle 25 | S5.2 | Commas in compound sentences with coordinating conjunctions**Week 25: C6 M1**

Day / format	Concept, activity, and evidence
121 1 Concept + whole group	Give the Mark a Job (whole group). Commas in compound sentences with coordinating conjunctions (and, but, or, so) and commas in a series. Evidence: exit slip.
122 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
123 3 Partners / small group	Punctuation Repair Lab (partners). New round with examples from the current progression step. Teacher circulates and records.
124 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
125 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.

Cycle 26 | S5.3 | Quotation marks in dialogue

Week 26: C6 M2

Day / format	Concept, activity, and evidence
126 1 Concept + whole group	Give the Mark a Job (whole group). Quotation marks in dialogue: speaker tags before, after, and interrupted. Every mark must earn its place. Evidence: exit slip.
127 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
128 3 Partners / small group	Punctuation Repair Lab (partners). New round with examples from the current progression step. Teacher circulates and records.
129 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
130 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.

Cycle 27 | S5A | Section 5 formal assessment

Week 27: C6 M3

Day / format	Concept, activity, and evidence
131 1 Concept + whole group	Retrieval: revisit three key items from previous cycles. Give the Mark a Job (whole group): review the hardest skill from Section 5. Evidence: exit slip with one fresh item.
132 2 Concept + distractors	Compare a plausible incorrect choice with the correct answer and explain the difference. Add one application across sections.
133 3 Partners / small group	Punctuation Repair Lab (partners): replay with new examples from the section. Rotate roles; teacher circulates and records.
134 4 Independent practice	Complete a fresh parallel response (not the formal assessment). Compare with a peer and explain one choice.
135 5 Formal assessment	Section 5 formal five-question assessment (2 min directions, 16 min independent work, 2 min self-review). Record results on the evidence tracker.

Cycle 28 | S6.1 | Complete simple sentences, sentence boundaries, and fixing f**Week 28: C6 M4**

Day / format	Concept, activity, and evidence
136 1 Concept + whole group	Ready or Not Yet? (whole group). Complete simple sentences, sentence boundaries, and fixing fragments. Evidence: exit slip.
137 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
138 3 Partners / small group	Sentence Builders (partners). New round with examples from the current progression step. Teacher circulates and records.
139 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
140 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.

Cycle 29 | S6.2 | Compound subjects, predicates, and sentences**Week 29: C7 M1**

Day / format	Concept, activity, and evidence
141 1 Concept + whole group	Ready or Not Yet? (whole group). Compound subjects, predicates, and sentences: and (addition), but (contrast), or (choice), so (result). Avoiding comma splices and run-ons. Evidence: exit slip.
142 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
143 3 Partners / small group	Sentence Builders (partners). New round with examples from the current progression step. Teacher circulates and records.
144 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
145 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.

Cycle 30 | S6.3 | Sentence structure for coherence and clarity**Week 30: C7 M2**

Day / format	Concept, activity, and evidence
146 1 Concept + whole group	Ready or Not Yet? (whole group). Sentence structure for coherence and clarity: add, delete, combine, and rearrange. Evidence: exit slip.
147 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
148 3 Partners / small group	Sentence Builders (partners). New round with examples from the current progression step. Teacher circulates and records.
149 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
150 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.

Cycle 31 | S6A | Section 6 formal assessment**Week 31: C7 M3**

Day / format	Concept, activity, and evidence
151 1 Concept + whole group	Retrieval: revisit three key items from previous cycles. Ready or Not Yet? (whole group): review the hardest skill from Section 6. Evidence: exit slip with one fresh item.
152 2 Concept + distractors	Compare a plausible incorrect choice with the correct answer and explain the difference. Add one application across sections.
153 3 Partners / small group	Sentence Builders (partners): replay with new examples from the section. Rotate roles; teacher circulates and records.
154 4 Independent practice	Complete a fresh parallel response (not the formal assessment). Compare with a peer and explain one choice.
155 5 Formal assessment	Section 6 formal five-question assessment (2 min directions, 16 min independent work, 2 min self-review). Record results on the evidence tracker.

Cycle 32 | S7.1 | References and word study tools

Week 32: C7 M4

Day / format	Concept, activity, and evidence
156 1 Concept + whole group	Audition Two Words (whole group). References and word study tools: meaning, syllabication, and pronunciation; alphabetize to the third letter. Evidence: exit slip.
157 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
158 3 Partners / small group	Word Auditions (partners). New round with examples from the current progression step. Teacher circulates and records.
159 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
160 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.

Cycle 33 | S7.2 | Word relationships in connected text

Week 33: C8 M1

Day / format	Concept, activity, and evidence
161 1 Concept + whole group	Audition Two Words (whole group). Word relationships in connected text: synonyms, antonyms, homophones, homographs, and idioms in context. Evidence: exit slip.
162 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
163 3 Partners / small group	Word Auditions (partners). New round with examples from the current progression step. Teacher circulates and records.
164 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
165 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.

Cycle 34 | S7.3 | Precise choices, clear references, and voice

Week 34: C8 M2

Day / format	Concept, activity, and evidence
166 1 Concept + whole group	Audition Two Words (whole group). Precise choices, clear references, and voice: revise only to improve clarity. Evidence: exit slip.
167 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
168 3 Partners / small group	Word Auditions (partners). New round with examples from the current progression step. Teacher circulates and records.
169 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
170 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.

Cycle 35 | S7X | Word Choice laboratory: fresh patterns and practice

Week 35: C8 M3

Day / format	Concept, activity, and evidence
171 1 Concept + whole group	Audition Two Words (whole group). Laboratory: fresh patterns and practice Evidence: exit slip.
172 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
173 3 Partners / small group	Word Auditions (partners). New round with examples from the current progression step. Teacher circulates and records.
174 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
175 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.

Cycle 36 | S7A | Section 7 formal assessment

Week 36: C8 M4

Day / format	Concept, activity, and evidence
176 1 Concept + whole group	Retrieval: revisit three key items from previous cycles. Audition Two Words (whole group): review the hardest skill from Section 7. Evidence: exit slip with one fresh item.
177 2 Concept + distractors	Compare a plausible incorrect choice with the correct answer and explain the difference. Add one application across sections.
178 3 Partners / small group	Word Auditions (partners): replay with new examples from the section. Rotate roles; teacher circulates and records.
179 4 Independent practice	Complete a fresh parallel response (not the formal assessment). Compare with a peer and explain one choice.
180 5 Formal assessment	Section 7 formal five-question assessment (2 min directions, 16 min independent work, 2 min self-review). Record results on the evidence tracker.

210-DAY YEAR | ALL 36 MODULES | 42 IMPLEMENTATION CYCLES

210-day scope and sequence

DAYS 1 TO 210

Opening and closing in listed form

The first cycle establishes routines. The final cycle reviews and extends. Every cycle between follows the GRADUATE framework: Gather, Reveal, Attempt, Discuss, Use, Award, Target, Explain.

Cycle 1 | Ro | Entry evidence and workshop routines

about Week 1: PREPARE M1

Day / format	Concept, activity, and evidence
1 1 Whole group + entry	Establish listening, speaking, turn-taking, and explanation routines; collect a short independent writing sample. Evidence: one unassisted sentence and observed discussion.
2 2 Entry: words	Read and spell a small set across syllable types, endings, and familiar high-frequency words; record baseline accuracy.
3 3 Entry: sentences	Identify sentence parts in two simple sentences; record Sentence Weather baseline. Collect a short speaking sample for language awareness.
4 4 Entry: editing	Mark corrections in a short paragraph with planted errors; record which conventions the student already recognizes.
5 5 Entry: summary	Review entry data; group students for initial instruction. Note: this is data collection, not formal assessment.
6 6 Apply + extend	Apply the current entry skill to a new text or writing sample. Extend thinking with a cross-section connection. Optional: differentiation station.

Cycle 2 | S1.1 | Closed, open, and VCe syllables in multisyllabic words (fant

about Week 1: PREPARE M1

Day / format	Concept, activity, and evidence
6 1 Concept + whole group	Keep It or Repair It? (whole group). Closed, open, and VCe syllables in multisyllabic words (fantastic, recognize, complete). Evidence: exit slip.
7 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
8 3 Partners / small group	Spelling Proof Match (partners). New round with examples from the current progression step. Teacher circulates and records.
9 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
10 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.
11 6 Apply + extend	Apply the current spelling skill to a new text or writing sample. Extend thinking with a cross-section connection. Optional: differentiation station.

Cycle 3 | S1.2 | Vowel teams, r-controlled, and consonant-le syllables (neigh

about Week 2: PREPARE M2

Day / format	Concept, activity, and evidence
11 1 Concept + whole group	Keep It or Repair It? (whole group). Vowel teams, r-controlled, and consonant-le syllables (neighborhood, important, sparkle). Evidence: exit slip.
12 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
13 3 Partners / small group	Spelling Proof Match (partners). New round with examples from the current progression step. Teacher circulates and records.
14 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
15 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.
16 6 Apply + extend	Apply the current spelling skill to a new text or writing sample. Extend thinking with a cross-section connection. Optional: differentiation station.

Cycle 4 | S1.3 | Syllable division patterns

about Week 3: PREPARE M3

Day / format	Concept, activity, and evidence
16 1 Concept + whole group	Keep It or Repair It? (whole group). Syllable division patterns: VCCV, VCV, VCCCV, and V/V (hap/pen, si/lent, pump/kin, po/em). Evidence: exit slip.
17 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
18 3 Partners / small group	Spelling Proof Match (partners). New round with examples from the current progression step. Teacher circulates and records.
19 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
20 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.
21 6 Apply + extend	Apply the current spelling skill to a new text or writing sample. Extend thinking with a cross-section connection. Optional: differentiation station.

Cycle 5 | S1.4 | Homophones, compound words, contractions, and abbreviations

about Week 4: PREPARE M4

Day / format	Concept, activity, and evidence
21 1 Concept + whole group	Keep It or Repair It? (whole group). Homophones, compound words, contractions, and abbreviations (principal/principle, earthquake, I've, Ave.). Evidence: exit slip.
22 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
23 3 Partners / small group	Spelling Proof Match (partners). New round with examples from the current progression step. Teacher circulates and records.
24 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
25 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.
26 6 Apply + extend	Apply the current spelling skill to a new text or writing sample. Extend thinking with a cross-section connection. Optional: differentiation station.

Cycle 6 | S1.5 | Prefixes, suffixes, and spelling changes at the boundary (un

about Week 5: C1 M1

Day / format	Concept, activity, and evidence
26 1 Concept + whole group	Keep It or Repair It? (whole group). Prefixes, suffixes, and spelling changes at the boundary (unhappy; hope/hoping; beauty/beautiful; carry/carried). Evidence: exit slip.
27 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
28 3 Partners / small group	Spelling Proof Match (partners). New round with examples from the current progression step. Teacher circulates and records.
29 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
30 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.
31 6 Apply + extend	Apply the current spelling skill to a new text or writing sample. Extend thinking with a cross-section connection. Optional: differentiation station.

Cycle 7 | S1X | Spelling laboratory: fresh patterns and practice

about Week 6: C1 M2

Day / format	Concept, activity, and evidence
31 1 Concept + whole group	Keep It or Repair It? (whole group). Laboratory: fresh patterns and practice Evidence: exit slip.
32 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
33 3 Partners / small group	Spelling Proof Match (partners). New round with examples from the current progression step. Teacher circulates and records.
34 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
35 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.
36 6 Apply + extend	Apply the current spelling skill to a new text or writing sample. Extend thinking with a cross-section connection. Optional: differentiation station.

Cycle 8 | S1A | Section 1 formal assessment

about Week 7: C1 M3

Day / format	Concept, activity, and evidence
36 1 Concept + whole group	Retrieval: revisit three key items from previous cycles. Keep It or Repair It? (whole group): review the hardest skill from Section 1. Evidence: exit slip with one fresh item.
37 2 Concept + distractors	Compare a plausible incorrect choice with the correct answer and explain the difference. Add one application across sections.
38 3 Partners / small group	Spelling Proof Match (partners): replay with new examples from the section. Rotate roles; teacher circulates and records.
39 4 Independent practice	Complete a fresh parallel response (not the formal assessment). Compare with a peer and explain one choice.
40 5 Formal assessment	Section 1 formal five-question assessment (2 min directions, 16 min independent work, 2 min self-review). Record results on the evidence tracker.
41 6 Apply + extend	Apply the current spelling skill to a new text or writing sample. Extend thinking with a cross-section connection. Optional: differentiation station.

Cycle 9 | S2.1 | Identify

about Week 7: C1 M3

Day / format	Concept, activity, and evidence
41 1 Concept + whole group	What Is the Word Doing? (whole group). Identify: word jobs first, with neutral shapes, before any color. Introduce frequency adverbs (always, sometimes, never). Evidence: exit slip.
42 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
43 3 Partners / small group	Build the Sentence Forecast (partners). New round with examples from the current progression step. Teacher circulates and records.
44 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
45 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.
46 6 Apply + extend	Apply the current grammar: sentence weather skill to a new text or writing sample. Extend thinking with a cross-section connection. Optional: differentiation station.

Cycle 10 | S2.2 | Differentiate

about Week 8: C1 M4

Day / format	Concept, activity, and evidence
46 1 Concept + whole group	What Is the Word Doing? (whole group). Differentiate: past tense of irregular verbs; reflexive pronouns (myself, herself, themselves). Evidence: exit slip.
47 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
48 3 Partners / small group	Build the Sentence Forecast (partners). New round with examples from the current progression step. Teacher circulates and records.
49 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
50 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.
51 6 Apply + extend	Apply the current grammar: sentence weather skill to a new text or writing sample. Extend thinking with a cross-section connection. Optional: differentiation station.

Cycle 11 | S2.3 | Classify

about Week 9: C2 M1

Day / format	Concept, activity, and evidence
51 1 Concept + whole group	What Is the Word Doing? (whole group). Classify: noun number, proper and common, and comparative and superlative adjectives (bigger, biggest). Evidence: exit slip.
52 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
53 3 Partners / small group	Build the Sentence Forecast (partners). New round with examples from the current progression step. Teacher circulates and records.
54 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
55 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.
56 6 Apply + extend	Apply the current grammar: sentence weather skill to a new text or writing sample. Extend thinking with a cross-section connection. Optional: differentiation station.

Cycle 12 | S2.4 | Connect

about Week 10: C2 M2

Day / format	Concept, activity, and evidence
56 1 Concept + whole group	What Is the Word Doing? (whole group). Connect: adverbs of degree (very, almost, too), prepositional phrases, and the Horizon between subject and predicate. Evidence: exit slip.
57 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
58 3 Partners / small group	Build the Sentence Forecast (partners). New round with examples from the current progression step. Teacher circulates and records.
59 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
60 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.
61 6 Apply + extend	Apply the current grammar: sentence weather skill to a new text or writing sample. Extend thinking with a cross-section connection. Optional: differentiation station.

Cycle 13 | S2.5 | Test

about Week 11: C2 M3

Day / format	Concept, activity, and evidence
61 1 Concept + whole group	What Is the Word Doing? (whole group). Test: complete simple and compound sentences with subject-verb agreement; avoid comma splices, run-ons, and fragments. Evidence: exit slip.
62 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
63 3 Partners / small group	Build the Sentence Forecast (partners). New round with examples from the current progression step. Teacher circulates and records.
64 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
65 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.
66 6 Apply + extend	Apply the current grammar: sentence weather skill to a new text or writing sample. Extend thinking with a cross-section connection. Optional: differentiation station.

Cycle 14 | S2.6 | Integrate

about Week 12: C2 M4

Day / format	Concept, activity, and evidence
66 1 Concept + whole group	What Is the Word Doing? (whole group). Integrate: choose the lightest useful layer to explain tense, agreement, and relationships. Evidence: exit slip.
67 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
68 3 Partners / small group	Build the Sentence Forecast (partners). New round with examples from the current progression step. Teacher circulates and records.
69 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
70 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.
71 6 Apply + extend	Apply the current grammar: sentence weather skill to a new text or writing sample. Extend thinking with a cross-section connection. Optional: differentiation station.

Cycle 15 | S2X | Grammar: Sentence Weather laboratory: fresh patterns and practice

about Week 13: C3 M1

Day / format	Concept, activity, and evidence
71 1 Concept + whole group	What Is the Word Doing? (whole group). Laboratory: fresh patterns and practice Evidence: exit slip.
72 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
73 3 Partners / small group	Build the Sentence Forecast (partners). New round with examples from the current progression step. Teacher circulates and records.
74 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
75 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.
76 6 Apply + extend	Apply the current grammar: sentence weather skill to a new text or writing sample. Extend thinking with a cross-section connection. Optional: differentiation station.

Cycle 16 | S2A | Section 2 formal assessment

about Week 13: C3 M1

Day / format	Concept, activity, and evidence
76 1 Concept + whole group	Retrieval: revisit three key items from previous cycles. What Is the Word Doing? (whole group): review the hardest skill from Section 2. Evidence: exit slip with one fresh item.
77 2 Concept + distractors	Compare a plausible incorrect choice with the correct answer and explain the difference. Add one application across sections.
78 3 Partners / small group	Build the Sentence Forecast (partners): replay with new examples from the section. Rotate roles; teacher circulates and records.
79 4 Independent practice	Complete a fresh parallel response (not the formal assessment). Compare with a peer and explain one choice.
80 5 Formal assessment	Section 2 formal five-question assessment (2 min directions, 16 min independent work, 2 min self-review). Record results on the evidence tracker.
81 6 Apply + extend	Apply the current grammar: sentence weather skill to a new text or writing sample. Extend thinking with a cross-section connection. Optional: differentiation station.

Cycle 17 | S3.1 | Prefix meaning in a whole word

about Week 14: C3 M2

Day / format	Concept, activity, and evidence
81 1 Concept + whole group	Change a Part, Change a Meaning (whole group). Prefix meaning in a whole word: pre-, non-, dis-, in- (not), im- (into), un-, re-, and mis-. Evidence: exit slip.
82 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
83 3 Partners / small group	The Word-Part Workshop (partners). New round with examples from the current progression step. Teacher circulates and records.
84 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
85 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.
86 6 Apply + extend	Apply the current morphemes skill to a new text or writing sample. Extend thinking with a cross-section connection. Optional: differentiation station.

Cycle 18 | S3.2 | Suffix meaning and spelling changes

about Week 15: C3 M3

Day / format	Concept, activity, and evidence
86 1 Concept + whole group	Change a Part, Change a Meaning (whole group). Suffix meaning and spelling changes: -ness, -ful, -less, -ly, -ment, and -tion/-sion. Evidence: exit slip.
87 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
88 3 Partners / small group	The Word-Part Workshop (partners). New round with examples from the current progression step. Teacher circulates and records.
89 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
90 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.
91 6 Apply + extend	Apply the current morphemes skill to a new text or writing sample. Extend thinking with a cross-section connection. Optional: differentiation station.

Cycle 19 | S3.3 | Affixes plus context

about Week 16: C3 M4

Day / format	Concept, activity, and evidence
91 1 Concept + whole group	Change a Part, Change a Meaning (whole group). Affixes plus context: blend part, base, and sentence clues to explain a new word. Greek and Latin roots (port, rupt, struct). Evidence: exit slip.
92 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
93 3 Partners / small group	The Word-Part Workshop (partners). New round with examples from the current progression step. Teacher circulates and records.
94 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
95 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.
96 6 Apply + extend	Apply the current morphemes skill to a new text or writing sample. Extend thinking with a cross-section connection. Optional: differentiation station.

Cycle 20 | S3A | Section 3 formal assessment

about Week 17: C4 M1

Day / format	Concept, activity, and evidence
96 1 Concept + whole group	Retrieval: revisit three key items from previous cycles. Change a Part, Change a Meaning (whole group): review the hardest skill from Section 3. Evidence: exit slip with one fresh item.
97 2 Concept + distractors	Compare a plausible incorrect choice with the correct answer and explain the difference. Add one application across sections.
98 3 Partners / small group	The Word-Part Workshop (partners): replay with new examples from the section. Rotate roles; teacher circulates and records.
99 4 Independent practice	Complete a fresh parallel response (not the formal assessment). Compare with a peer and explain one choice.
100 5 Formal assessment	Section 3 formal five-question assessment (2 min directions, 16 min independent work, 2 min self-review). Record results on the evidence tracker.
101 6 Apply + extend	Apply the current morphemes skill to a new text or writing sample. Extend thinking with a cross-section connection. Optional: differentiation station.

Cycle 21 | S4.1 | Historical events, periods, and documents (the Civil War, th

about Week 18: C4 M2

Day / format	Concept, activity, and evidence
101 1 Concept + whole group	Same Word, Different Job (whole group). Historical events, periods, and documents (the Civil War, the Colonial period, the Constitution). Evidence: exit slip.
102 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
103 3 Partners / small group	Capital Switch (partners). New round with examples from the current progression step. Teacher circulates and records.
104 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
105 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.
106 6 Apply + extend	Apply the current capitalization skill to a new text or writing sample. Extend thinking with a cross-section connection. Optional: differentiation station.

Cycle 22 | S4.2 | Titles of books, stories, and essays; languages, groups, and

about Week 19: C4 M3

Day / format	Concept, activity, and evidence
106 1 Concept + whole group	Same Word, Different Job (whole group). Titles of books, stories, and essays; languages, groups, and nationalities (Charlotte's Web, Spanish, Cherokee Nation). Evidence: exit slip.
107 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
108 3 Partners / small group	Capital Switch (partners). New round with examples from the current progression step. Teacher circulates and records.
109 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
110 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.
111 6 Apply + extend	Apply the current capitalization skill to a new text or writing sample. Extend thinking with a cross-section connection. Optional: differentiation station.

Cycle 23 | S4A | Section 4 formal assessment

about Week 19: C4 M3

Day / format	Concept, activity, and evidence
111 1 Concept + whole group	Retrieval: revisit three key items from previous cycles. Same Word, Different Job (whole group): review the hardest skill from Section 4. Evidence: exit slip with one fresh item.
112 2 Concept + distractors	Compare a plausible incorrect choice with the correct answer and explain the difference. Add one application across sections.
113 3 Partners / small group	Capital Switch (partners): replay with new examples from the section. Rotate roles; teacher circulates and records.
114 4 Independent practice	Complete a fresh parallel response (not the formal assessment). Compare with a peer and explain one choice.
115 5 Formal assessment	Section 4 formal five-question assessment (2 min directions, 16 min independent work, 2 min self-review). Record results on the evidence tracker.
116 6 Apply + extend	Apply the current capitalization skill to a new text or writing sample. Extend thinking with a cross-section connection. Optional: differentiation station.

Cycle 24 | S5.1 | Apostrophes in possessives

about Week 20: C4 M4

Day / format	Concept, activity, and evidence
116 1 Concept + whole group	Give the Mark a Job (whole group). Apostrophes in possessives: singular and plural owners (the dog's bowl, the dogs' bowls). Evidence: exit slip.
117 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
118 3 Partners / small group	Punctuation Repair Lab (partners). New round with examples from the current progression step. Teacher circulates and records.
119 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
120 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.
121 6 Apply + extend	Apply the current punctuation skill to a new text or writing sample. Extend thinking with a cross-section connection. Optional: differentiation station.

Cycle 25 | S5.2 | Commas in compound sentences with coordinating conjunctions

about Week 21: C5 M1

Day / format	Concept, activity, and evidence
121 1 Concept + whole group	Give the Mark a Job (whole group). Commas in compound sentences with coordinating conjunctions (and, but, or, so) and commas in a series. Evidence: exit slip.
122 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
123 3 Partners / small group	Punctuation Repair Lab (partners). New round with examples from the current progression step. Teacher circulates and records.
124 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
125 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.
126 6 Apply + extend	Apply the current punctuation skill to a new text or writing sample. Extend thinking with a cross-section connection. Optional: differentiation station.

Cycle 26 | S5.3 | Quotation marks in dialogue

about Week 22: C5 M2

Day / format	Concept, activity, and evidence
126 1 Concept + whole group	Give the Mark a Job (whole group). Quotation marks in dialogue: speaker tags before, after, and interrupted. Every mark must earn its place. Evidence: exit slip.
127 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
128 3 Partners / small group	Punctuation Repair Lab (partners). New round with examples from the current progression step. Teacher circulates and records.
129 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
130 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.
131 6 Apply + extend	Apply the current punctuation skill to a new text or writing sample. Extend thinking with a cross-section connection. Optional: differentiation station.

Cycle 27 | S5A | Section 5 formal assessment

about Week 23: C5 M3

Day / format	Concept, activity, and evidence
131 1 Concept + whole group	Retrieval: revisit three key items from previous cycles. Give the Mark a Job (whole group): review the hardest skill from Section 5. Evidence: exit slip with one fresh item.
132 2 Concept + distractors	Compare a plausible incorrect choice with the correct answer and explain the difference. Add one application across sections.
133 3 Partners / small group	Punctuation Repair Lab (partners): replay with new examples from the section. Rotate roles; teacher circulates and records.
134 4 Independent practice	Complete a fresh parallel response (not the formal assessment). Compare with a peer and explain one choice.
135 5 Formal assessment	Section 5 formal five-question assessment (2 min directions, 16 min independent work, 2 min self-review). Record results on the evidence tracker.
136 6 Apply + extend	Apply the current punctuation skill to a new text or writing sample. Extend thinking with a cross-section connection. Optional: differentiation station.

Cycle 28 | S6.1 | Complete simple sentences, sentence boundaries, and fixing f

about Week 24: C5 M4

Day / format	Concept, activity, and evidence
136 1 Concept + whole group	Ready or Not Yet? (whole group). Complete simple sentences, sentence boundaries, and fixing fragments. Evidence: exit slip.
137 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
138 3 Partners / small group	Sentence Builders (partners). New round with examples from the current progression step. Teacher circulates and records.
139 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
140 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.
141 6 Apply + extend	Apply the current syntax skill to a new text or writing sample. Extend thinking with a cross-section connection. Optional: differentiation station.

Cycle 29 | S6.2 | Compound subjects, predicates, and sentences

about Week 25: C6 M1

Day / format	Concept, activity, and evidence
141 1 Concept + whole group	Ready or Not Yet? (whole group). Compound subjects, predicates, and sentences: and (addition), but (contrast), or (choice), so (result). Avoiding comma splices and run-ons. Evidence: exit slip.
142 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
143 3 Partners / small group	Sentence Builders (partners). New round with examples from the current progression step. Teacher circulates and records.
144 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
145 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.
146 6 Apply + extend	Apply the current syntax skill to a new text or writing sample. Extend thinking with a cross-section connection. Optional: differentiation station.

Cycle 30 | S6.3 | Sentence structure for coherence and clarity

about Week 25: C6 M1

Day / format	Concept, activity, and evidence
146 1 Concept + whole group	Ready or Not Yet? (whole group). Sentence structure for coherence and clarity: add, delete, combine, and rearrange. Evidence: exit slip.
147 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
148 3 Partners / small group	Sentence Builders (partners). New round with examples from the current progression step. Teacher circulates and records.
149 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
150 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.
151 6 Apply + extend	Apply the current syntax skill to a new text or writing sample. Extend thinking with a cross-section connection. Optional: differentiation station.

Cycle 31 | S6A | Section 6 formal assessment

about Week 26: C6 M2

Day / format	Concept, activity, and evidence
151 1 Concept + whole group	Retrieval: revisit three key items from previous cycles. Ready or Not Yet? (whole group): review the hardest skill from Section 6. Evidence: exit slip with one fresh item.
152 2 Concept + distractors	Compare a plausible incorrect choice with the correct answer and explain the difference. Add one application across sections.
153 3 Partners / small group	Sentence Builders (partners): replay with new examples from the section. Rotate roles; teacher circulates and records.
154 4 Independent practice	Complete a fresh parallel response (not the formal assessment). Compare with a peer and explain one choice.
155 5 Formal assessment	Section 6 formal five-question assessment (2 min directions, 16 min independent work, 2 min self-review). Record results on the evidence tracker.

Cycle 32 | S7.1 | References and word study tools**about Week 27: C6 M3**

Day / format	Concept, activity, and evidence
156 1 Concept + whole group	Audition Two Words (whole group). References and word study tools: meaning, syllabication, and pronunciation; alphabetize to the third letter. Evidence: exit slip.
157 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
158 3 Partners / small group	Word Auditions (partners). New round with examples from the current progression step. Teacher circulates and records.
159 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
160 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.

Cycle 33 | S7.2 | Word relationships in connected text**about Week 28: C6 M4**

Day / format	Concept, activity, and evidence
161 1 Concept + whole group	Audition Two Words (whole group). Word relationships in connected text: synonyms, antonyms, homophones, homographs, and idioms in context. Evidence: exit slip.
162 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
163 3 Partners / small group	Word Auditions (partners). New round with examples from the current progression step. Teacher circulates and records.
164 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
165 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.

Cycle 34 | S7.3 | Precise choices, clear references, and voice

about Week 29: C7 M1

Day / format	Concept, activity, and evidence
166 1 Concept + whole group	Audition Two Words (whole group). Precise choices, clear references, and voice: revise only to improve clarity. Evidence: exit slip.
167 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
168 3 Partners / small group	Word Auditions (partners). New round with examples from the current progression step. Teacher circulates and records.
169 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
170 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.

Cycle 35 | S7X | Word Choice laboratory: fresh patterns and practice

about Week 30: C7 M2

Day / format	Concept, activity, and evidence
171 1 Concept + whole group	Audition Two Words (whole group). Laboratory: fresh patterns and practice Evidence: exit slip.
172 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
173 3 Partners / small group	Word Auditions (partners). New round with examples from the current progression step. Teacher circulates and records.
174 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
175 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.

Cycle 36 | S7A | Section 7 formal assessment

about Week 31: C7 M3

Day / format	Concept, activity, and evidence
176 1 Concept + whole group	Retrieval: revisit three key items from previous cycles. Audition Two Words (whole group): review the hardest skill from Section 7. Evidence: exit slip with one fresh item.
177 2 Concept + distractors	Compare a plausible incorrect choice with the correct answer and explain the difference. Add one application across sections.
178 3 Partners / small group	Word Auditions (partners): replay with new examples from the section. Rotate roles; teacher circulates and records.
179 4 Independent practice	Complete a fresh parallel response (not the formal assessment). Compare with a peer and explain one choice.
180 5 Formal assessment	Section 7 formal five-question assessment (2 min directions, 16 min independent work, 2 min self-review). Record results on the evidence tracker.

Cycle 37 | S8.1 | Imagery, repetition, contrast, and purpose (Device, Detail,

about Week 31: C7 M3

Day / format	Concept, activity, and evidence
181 1 Concept + whole group	What Changed for the Reader? (whole group). Imagery, repetition, contrast, and purpose (Device, Detail, Job). Evidence: exit slip.
182 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
183 3 Partners / small group	The Craft Lab (partners). New round with examples from the current progression step. Teacher circulates and records.
184 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
185 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.

Cycle 38 | S8.2 | Sound choices in a variety of poems

about Week 32: C7 M4

Day / format	Concept, activity, and evidence
186 1 Concept + whole group	What Changed for the Reader? (whole group). Sound choices in a variety of poems: onomatopoeia, alliteration, rhyme scheme, meter, and stanzas. Evidence: exit slip.
187 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
188 3 Partners / small group	The Craft Lab (partners). New round with examples from the current progression step. Teacher circulates and records.
189 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
190 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.

Cycle 39 | S8.3 | First person, third person limited, and third person omniscient

about Week 33: C8 M1

Day / format	Concept, activity, and evidence
191 1 Concept + whole group	What Changed for the Reader? (whole group). First person, third person limited, and third person omniscient point of view, and language that creates voice. Evidence: exit slip.
192 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
193 3 Partners / small group	The Craft Lab (partners). New round with examples from the current progression step. Teacher circulates and records.
194 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
195 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.

Cycle 40 | S8A | Section 8 formal assessment

about Week 34: C8 M2

Day / format	Concept, activity, and evidence
196 1 Concept + whole group	Retrieval: revisit three key items from previous cycles. What Changed for the Reader? (whole group): review the hardest skill from Section 8. Evidence: exit slip with one fresh item.
197 2 Concept + distractors	Compare a plausible incorrect choice with the correct answer and explain the difference. Add one application across sections.
198 3 Partners / small group	The Craft Lab (partners): replay with new examples from the section. Rotate roles; teacher circulates and records.
199 4 Independent practice	Complete a fresh parallel response (not the formal assessment). Compare with a peer and explain one choice.
200 5 Formal assessment	Section 8 formal five-question assessment (2 min directions, 16 min independent work, 2 min self-review). Record results on the evidence tracker.

Cycle 41 | S9.1 | Literal language and meaningful comparisons

about Week 35: C8 M3

Day / format	Concept, activity, and evidence
201 1 Concept + whole group	Borrow One Quality (whole group). Literal language and meaningful comparisons: literal versus nonliteral meaning, similes, and metaphors. Evidence: exit slip.
202 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
203 3 Partners / small group	Meaning Match-Up (partners). New round with examples from the current progression step. Teacher circulates and records.
204 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
205 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.

Cycle 42 | S9.2 | Idioms, hyperbole, and personification in context About Week 36: C8 M4

Day / format	Concept, activity, and evidence
206 1 Concept + whole group	Borrow One Quality (whole group). Idioms, hyperbole, and personification in context. Evidence: exit slip.
207 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
208 3 Partners / small group	Meaning Match-Up (partners). New round with examples from the current progression step. Teacher circulates and records.
209 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
210 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.

IMPLEMENTATION GUIDE

Evidence tracker for the next lesson

After each Implementation day, use this tracker to note which students need reteaching, which are ready for the next step, and which are ready for extension. The tracker carries forward to the next day's retrieval opener.

Column	Column	Column	Column
Student name	Skill checked	Result (yes/not yet/extending)	Next step

IMPLEMENTATION GUIDE

Sources, resource keys, and scope boundaries

This guide references the following Grade 4 materials from The Writing Academy, LLC:

Resource	Use
<u>Teacher Lesson Plans</u>	One guide per cluster; Section 50 is the 15-minute lesson.
<u>Student Interactive Workbooks</u>	One per cluster, same passages.
<u>Daily lesson decks</u>	36 decks, one per module.
<u>Standards Slide Decks</u>	Spelling, Editing, Editing Part Two, Revising, Writing, Evidence, Explanation, with scripts and tracking sheets.
<u>Songs</u>	Writing Process album and Big Word Detective: Morphology Songs, with lyrics.

Scope boundary: The Writing Academy, LLC provides additional instruction and additional practice alongside a campus or district's existing reading language arts core resource. This Implementation Guide is not a STAAR/SST blueprint and does not replace core instruction.