

PREPARE, Module 1: Week 1

4th Grade Weekly Pacing Guide | The Writer's Job Comes First: Choosing a Response Genre | Getting Ready to Write

The Writing Academy, LLC
Randi Whitney

Essential Question: How does a writer move from a writing situation to a justified genre and an effective draft?

Passages: "Dream" and "Serve" (Low Stamina)

TEKS: 4.11A(i), 4.11C(i), 4.12A(i), 4.12A(ii); Editing: 4.11D (i), (vii), (ix), (xxv); Spiral: 4.7A-G

ELPS: 1(C), 1(E), 2(E), 2(F), 3(E), 4(C), 4(D), 4(E), 4(F) |
Framework: TRAILS

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Introduce "Dream" and "Serve" as fiction source passages. Name the writing situation. Display TOPIC to PURPOSE to AUDIENCE to RESPONSE GENRE to PLANNING STRATEGY. Model the Genre Compass decision chain. TLP p. 34 Deck Slide 1	A Attempt Genre Signal Sort: name topic, purpose, and audience; place the response-genre card that fits; and justify the choice. Four writing jobs with four different genres. TLP p. 35 Deck Slides	D U Discuss + Use Separate reading genre from response genre. Complete a PREPARE header, choose a planning strategy, and write a short personal narrative using TRAILS. TLP p. 35 Deck Slides	A T Award + Target Identify a strength: naming the job, choosing a genre, or using an important moment. Revise one sentence for structure. Edit for subject-verb agreement and spelling. TLP p. 36 Deck Slides	E Educate + Explain Teach a partner the decision chain. Transfer the decision to a new job: explain service to a younger student using details from "Serve." Exit Ticket. TLP p. 36 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 31)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 31)	Reread passage for discussion and independent application. Passage text (TLP p. 31)	Reread for evidence: identify key details and connections. Passage text (TLP p. 31)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 31)
Writing* (Student Workbook)	Gather + Reveal: The reading source is not the writing job Workbook p. 29	Attempt: GENRE SIGNAL SORT Workbook p. 33	Discuss + Use Independently: I make my reasoning visible Workbook p. 37	Award Yourself + Target: I find evidence of my growth Workbook p. 42	Explain or Educate Others: I teach the Genre Match Workbook p. 44
Standards Block (20 min: 4 Triplets)	Writing Wk 1 Triplet 1 Editing Wk 1 Triplet 1 Writing Slides Editing Slides	Writing Wk 1 Triplet 2 Editing Wk 1 Triplet 2 Writing Slides Editing Slides	Writing Wk 1 Triplet 3 Editing Wk 1 Triplet 3 Writing Slides Editing Slides	Writing Wk 1 Triplet 4 Evidence Wk 1 Triplet 1-2 Writing Slides Evidence Slides	Editing Wk 1 Triplet 4 Evidence Wk 1 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 34	Practice accuracy check: guided partner activity. TLP p. 35	Day 3 independent application with accuracy check. TLP p. 35	Identified strength, next step, and reflection recorded. TLP p. 36	Day 5 Exit Ticket + Module Writing Assignment. TLP p. 36
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 7) Homework PREPARE M1		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 8	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 8 Homework PREPARE M1	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

PREPARE, Module 2: Week 2

The Writing Academy, LLC
Randi Whitney

4th Grade Weekly Pacing Guide | The Same Idea, Many Jobs: Purpose and Audience Change the Writing | Getting Ready to Write

Essential Question: How do purpose and audience change what a writer includes and how the writing sounds?

Passages: "Dream" (Medium Stamina)

TEKS: 4.11A(i), 4.11C(i), 4.12A(i), 4.12A(ii); Editing: 4.11D (i), (vii), (ix), (xxv); Spiral: 4.7A-G

ELPS: 1(C), 1(E), 2(E), 2(F), 3(E), 4(C), 4(F) | **Framework:** TRAILS

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Read each direction and name the route: narrative about including someone; informative explanation of service; respectful correspondence to a principal. Display Genre Compass. TLP p. 82 Deck Slide 1	A Attempt Same Topic, Different Job game: name topic, purpose, audience; place response-genre card; defend the choice with a writing-job reason. TLP p. 83 Deck Slides	D U Discuss + Use Separate reading genre from writing genre. Audience Aware Personal Narrative: write for classmates about a time of including, helping, or serving another person. TLP p. 83 Deck Slides	A T Award + Target Choose an award with evidence from plan or draft: Genre Match, Audience Lens, Planning Route, TRAILS Builder, Sentence Architect, Convention Checker. TLP p. 84 Deck Slides	E Educate + Explain Teach the chain: Topic to Purpose to Audience to Genre to Strategy. Show evidence from plan or draft. Fresh Recall from memory. TLP p. 85 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 78)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 78)	Reread passage for discussion and independent application. Passage text (TLP p. 78)	Reread for evidence: identify key details and connections. Passage text (TLP p. 78)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 78)
Writing* (Student Workbook)	Gather + Reveal: The reader shapes the writing Workbook p. 85	Attempt: SAME TOPIC, DIFFERENT JOB Workbook p. 89	Discuss + Use Independently: I make my reasoning visible Workbook p. 93	Award Yourself + Target: I find evidence of my growth Workbook p. 98	Explain or Educate Others: I teach the choice and the craft Workbook p. 100
Standards Block (20 min: 4 Triplets)	Writing Wk 2 Triplet 1 Editing Wk 2 Triplet 1 Writing Slides Editing Slides	Writing Wk 2 Triplet 2 Editing Wk 2 Triplet 2 Writing Slides Editing Slides	Writing Wk 2 Triplet 3 Editing Wk 2 Triplet 3 Writing Slides Editing Slides	Writing Wk 2 Triplet 4 Evidence Wk 2 Triplet 1-2 Writing Slides Evidence Slides	Editing Wk 2 Triplet 4 Evidence Wk 2 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 82	Practice accuracy check: guided partner activity. TLP p. 83	Day 3 independent application with accuracy check. TLP p. 83	Identified strength, next step, and reflection recorded. TLP p. 84	Day 5 Exit Ticket + Module Writing Assignment. TLP p. 85
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 57) Homework PREPARE M2		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 58	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 58 Homework PREPARE M2	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

PREPARE, Module 3: Week 3

4th Grade Weekly Pacing Guide | Choose the Route and the Planning Strategy | Getting Ready to Write

The Writing Academy, LLC
Randi Whitney

Essential Question: How does a writer choose a planning strategy that fits the genre and the thinking the job requires?

Passages: "Serve" (High Stamina)

TEKS: 4.11A(i), 4.11C(i), 4.12A(i), 4.12A(ii); Editing: 4.11D (i), (vii), (ix), (xxv); Spiral: 4.7A-G

ELPS: 1(C), 1(E), 2(E), 2(F), 3(E), 4(C), 4(D), 4(F) | **Framework:** TRAILS

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Gather ideas about writing jobs. Reveal the Genre Compass and model choosing a response genre and planning strategy. Separate the fiction reading genre from the writing genre. TLP p. 125 Deck Slide 1	A Attempt Genre Route Relay: hear the job, hold up a genre card and a strategy card, defend the pair. Match writing jobs to response genres and planning strategies. TLP p. 125 Deck Slides	D U Discuss + Use Discuss how freewriting uncovers, mapping connects, and brainstorming generates. Independently plan and develop a personal narrative. TLP p. 126 Deck Slides	A T Award + Target Recognize successful route selection. Target a stronger structure. Complete the editing check. TLP p. 126 Deck Slides	E Educate + Explain Explain the complete preparation chain and transfer the choice to another writing job. PREPARE Coach explanation and transfer reflection. TLP p. 127 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 119)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 119)	Reread passage for discussion and independent application. Passage text (TLP p. 119)	Reread for evidence: identify key details and connections. Passage text (TLP p. 119)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 119)
Writing* (Student Workbook)	Gather + Reveal: Tuesday Workbook p. 116	Attempt: GENRE ROUTE RELAY Workbook p. 147	Discuss + Use Independently: I make my reasoning visible Workbook p. 151	Award Yourself + Target: I find evidence of my growth Workbook p. 156	Explain or Educate Others: PREPARE Coach Workbook p. 158
Standards Block (20 min: 4 Triplets)	Writing Wk 3 Triplet 1 Editing Wk 3 Triplet 1 Writing Slides Editing Slides	Writing Wk 3 Triplet 2 Editing Wk 3 Triplet 2 Writing Slides Editing Slides	Writing Wk 3 Triplet 3 Editing Wk 3 Triplet 3 Writing Slides Editing Slides	Writing Wk 3 Triplet 4 Evidence Wk 3 Triplet 1-2 Writing Slides Evidence Slides	Editing Wk 3 Triplet 4 Evidence Wk 3 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 125	Practice accuracy check: guided partner activity. TLP p. 125	Day 3 independent application with accuracy check. TLP p. 126	Identified strength, next step, and reflection recorded. TLP p. 126	Day 5 Exit Ticket + Module Writing Assignment. TLP p. 127
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 105) Homework PREPARE M3		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 106	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 106 Homework PREPARE M3	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

PREPARE, Module 4: Week 4

4th Grade Weekly Pacing Guide | Independent Genre Decision and Transfer | Getting Ready to Write

The Writing Academy, LLC
Randi Whitney

Essential Question: How does an independent writer explain the whole path from a new writing situation to a finished response and transfer it?

Passages: "Serve" (Very High Stamina)

TEKS: 4.11A(i), 4.11C(i), 4.12A(i), 4.12A(ii); Editing: 4.11D (i), (vii), (ix), (xxxv); Spiral: 4.7A-G

ELPS: 1(C), 1(E), 2(E), 2(F), 3(E), 4(C), 4(D), 4(E), 4(F) |
Framework: TRAILS

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Name the writing situation independently. Read each direction and name the route: personal narrative; informative; correspondence. Reveal the complete chain from memory. TLP p. 177 Deck Slide 1	A Attempt Genre Court: Reader reads the whole writing situation; Decision Maker states genre and strategy; Evidence Speaker proves the choice; Checker compares and challenges. TLP p. 177 Deck Slides	D U Discuss + Use Independent Writing Assignment: choose a meaningful personal experience, write a personal narrative for a school audience, plan with TRAILS, revise and edit. TLP p. 178 Deck Slides	A T Award + Target Choose an award with evidence. Edit for subject-verb agreement, singular nouns, common nouns, and spelling of high-frequency words. TLP p. 179 Deck Slides	E Educate + Explain Teach the complete chain to a new learner using your plan and draft. Fresh Recall from memory. Transfer to a different writing situation. TLP p. 179 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 166)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 166)	Reread passage for discussion and independent application. Passage text (TLP p. 166)	Reread for evidence: identify key details and connections. Passage text (TLP p. 166)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 166)
Writing* (Student Workbook)	Gather + Reveal: I retrieve the decision chain Workbook p. 209	Attempt: GENRE COURT Workbook p. 211	Discuss + Use: I write independently Workbook p. 215	Award + Target: I notice evidence of my growth Workbook p. 218	Explain/Educate: I teach my decision chain Workbook p. 219
Standards Block (20 min: 4 Triplets)	Writing Wk 4 Triplet 1 Editing Wk 4 Triplet 1 Writing Slides Editing Slides	Writing Wk 4 Triplet 2 Editing Wk 4 Triplet 2 Writing Slides Editing Slides	Writing Wk 4 Triplet 3 Editing Wk 4 Triplet 3 Writing Slides Editing Slides	Writing Wk 4 Triplet 4 Evidence Wk 4 Triplet 1-2 Writing Slides Evidence Slides	Editing Wk 4 Triplet 4 Evidence Wk 4 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 177	Practice accuracy check: guided partner activity. TLP p. 177	Day 3 independent application with accuracy check. TLP p. 178	Identified strength, next step, and reflection recorded. TLP p. 179	Day 5 Exit Ticket + Module Writing Assignment. TLP p. 179
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 143) Homework PREPARE M4		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 144	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 144 Homework PREPARE M4	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 1, Module 1: Week 5

4th Grade Weekly Pacing Guide | Level Up Your Thinking | Short Constructed Response (SCR)

The Writing Academy, LLC
Randi Whitney

Essential Question: How can the words we choose make a Short Constructed Response show stronger thinking?

Passages: "A Promise Written Long Ago" and "Morning in the Village" (Low Stamina)

TEKS: 4.11A(i), 4.11C(i), 4.11C(ii), 4.12B, 4.12B(i), 4.12B(ii), 4.12B(iii); Editing: 4.11D (i), (vii), (ix), (xxxv); Spiral: 4.7A-G

ELPS: 1(A), 1(C), 1(D), 2(B), 4(C), 4(D), 4(F) | **Framework:** CSI

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Thinking Detectives: hear two responses, decide which shows stronger thinking. Reveal that word choice, not length, controls the thinking level. Display Thinking Levels chart and Level-Up Language Ladder. TLP p. 24 Deck Slide 1	A Attempt Level Up Showdown: Spin a thinking level, read a response, tell which words reveal the level, upgrade one signal phrase and the explanation. TLP p. 24 Deck Slides	D U Discuss + Use WHY and HOW Practice: build responses using stronger signal phrases and explanations. Revise sentence structure. Edit for subject-verb agreement. TLP p. 25 Deck Slides	A T Award + Target Recognize a level-up: upgraded signal phrase, more precise explanation, connected evidence to a bigger idea. Set a precise next goal. TLP p. 25 Deck Slides	E Educate + Explain Turn and Teach: teach a partner how to level up a response. Name the original thinking level, give an upgraded version, explain why the new version shows stronger thinking. TLP p. 26 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 22)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 22)	Reread passage for discussion and independent application. Passage text (TLP p. 22)	Reread for evidence: identify key details and connections. Passage text (TLP p. 22)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 22)
Writing* (Student Workbook)	Gather + Reveal: I discover that words reveal thinking Workbook p. 30	Attempt: LEVEL UP SHOWDOWN Workbook p. 33	Discuss + Use: I explain and apply my thinking Workbook p. 39	Award + Target: I notice evidence of my growth Workbook p. 42	Explain/Educate: I teach someone else Workbook p. 43
Standards Block (20 min: 4 Triplets)	Writing Wk 5 Triplet 1 Editing Wk 5 Triplet 1 Writing Slides Editing Slides	Writing Wk 5 Triplet 2 Editing Wk 5 Triplet 2 Writing Slides Editing Slides	Writing Wk 5 Triplet 3 Editing Wk 5 Triplet 3 Writing Slides Editing Slides	Writing Wk 5 Triplet 4 Evidence Wk 5 Triplet 1-2 Writing Slides Evidence Slides	Editing Wk 5 Triplet 4 Evidence Wk 5 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 24	Practice accuracy check: guided partner activity. TLP p. 24	Day 3 independent application with accuracy check. TLP p. 25 Cluster 1 Assessment	Identified strength, next step, and reflection recorded. TLP p. 25	Day 5 Exit Ticket + Module Writing Assignment. Cluster 1 Assessment WB p. 43
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 7) Homework C1 M1		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 8	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 8 Homework C1 M1	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 1, Module 2: Week 6

4th Grade Weekly Pacing Guide | Build a Strong Thesis (central idea) | Short Constructed Response (SCR)

The Writing Academy, LLC
Randi Whitney

Essential Question: How can the wording of a prompt help us build a strong thesis (central idea) for WHAT, WHY, and HOW responses?

Passages: "A Promise Written Long Ago" and "Morning in the Village" (Medium Stamina)

TEKS: 4.11B(i), 4.11C(i), 4.11C(ii), 4.12B, 4.12B(i), 4.12B(ii), 4.12B(iii); Editing: 4.11D (vi), (viii), (x), (xxxiii); Spiral: 4.7A-G

ELPS: 4(C), 4(D), 4(E), 4(F) | **Framework:** CSI

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Classify thesis (central idea) statements as WHAT, WHY, or HOW. Reveal the three pieces of a thesis (central idea) and the sentence type that matches each prompt. TLP p. 66 Deck Slide 1	A Attempt Build-A-Thesis (central idea) Race: spin a prompt type, identify the topic and charge, add an answer, and build the matching sentence structure. TLP p. 66 Deck Slides	D U Discuss + Use Discuss the pattern of prompt clues. Independently build WHAT, WHY, and HOW thesis (central idea) statements. Run a conventions sweep. TLP p. 67 Deck Slides	A T Award + Target Recognize the strong thesis (central idea) built. Set a precise next goal for thesis (central idea) writing. TLP p. 68 Deck Slides	E Educate + Explain Teach a partner how to build a thesis (central idea) from the three pieces. Prove understanding by explaining the formula. TLP p. 68 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 62)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 62)	Reread passage for discussion and independent application. Passage text (TLP p. 62)	Reread for evidence: identify key details and connections. Passage text (TLP p. 62)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 62)
Writing* (Student Workbook)	Gather + Reveal: I discover the three pieces of a thesis (central idea) Workbook p. 84	Attempt: BUILD-A-THESIS (CENTRAL IDEA) RACE Workbook p. 87	Discuss + Use: I build thesis (central idea) statements on my own Workbook p. 94	Award + Target: I notice the thesis (central idea) I built best Workbook p. 97	Explain/Educate: I teach someone else the thesis (central idea) formula Workbook p. 98
Standards Block (20 min: 4 Triplets)	Writing Wk 6 Triplet 1 Editing Wk 6 Triplet 1 Writing Slides Editing Slides	Writing Wk 6 Triplet 2 Editing Wk 6 Triplet 2 Writing Slides Editing Slides	Writing Wk 6 Triplet 3 Editing Wk 6 Triplet 3 Writing Slides Editing Slides	Writing Wk 6 Triplet 4 Evidence Wk 6 Triplet 1-2 Writing Slides Evidence Slides	Editing Wk 6 Triplet 4 Evidence Wk 6 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 66	Practice accuracy check: guided partner activity. TLP p. 66	Day 3 independent application with accuracy check. TLP p. 67 Cluster 1 Assessment	Identified strength, next step, and reflection recorded. TLP p. 68	Day 5 Exit Ticket + Module Writing Assignment. Cluster 1 Assessment WB p. 98
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 42) Homework C1 M2		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 43	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 43 Homework C1 M2	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 1, Module 3: Week 7

4th Grade Weekly Pacing Guide | Prove It with Strong Evidence | Short Constructed Response (SCR)

The Writing Academy, LLC
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Essential Question: How can we decide whether a piece of evidence is strong enough to prove our thesis (central idea)?

Passages: "A Promise Written Long Ago" and "Morning in the Village" (High Stamina)

TEKS: 4.11C(i), 4.11C(ii), 4.12B(i), 4.12B(ii), 4.12B(iii); Editing: 4.11D (i), (xxxv); Spiral: 4.7A-G

ELPS: 1(C), 2(E), 2(F), 4(C), 4(D), 4(E), 4(F) | **Framework:** CSI

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Gather ideas about evidence. Reveal the CSI test with a quote from "A Promise Written Long Ago." Students learn what makes evidence strong. TLP p. 116 Deck Slide 1	A Attempt Strong-or-weak evidence sort. Announce a quote with a signal phrase and quotation marks. Practice identifying the strongest textual evidence. TLP p. 117 Deck Slides	D U Discuss + Use Discuss why one quote is stronger than another. Independently add strong evidence to a thesis (central idea). Revise and edit. TLP p. 118 Deck Slides	A T Award + Target Recognize strong evidence choices. Revise word choice and sentence structure. Run a conventions sweep. Set a next goal. TLP p. 119 Deck Slides	E Educate + Explain Teach a partner the CSI test. Complete the exit ticket. Explain why the selected quote proves the thesis (central idea). TLP p. 120 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 111)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 111)	Reread passage for discussion and independent application. Passage text (TLP p. 111)	Reread for evidence: identify key details and connections. Passage text (TLP p. 111)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 111)
Writing* (Student Workbook)	Gather + Reveal: Tuesday Workbook p. 114	Attempt: CSI Evidence Sort Workbook p. 149	Discuss + Use Again: I explain why a quote was strong and add evidence to a thesis (central idea) Workbook p. 156	Award + Target: I recognize strong evidence and set my next goal Workbook p. 160	Explain to Others: I teach the CSI test to a partner Workbook p. 162
Standards Block (20 min: 4 Triplets)	Writing Wk 7 Triplet 1 Editing Wk 7 Triplet 1 Writing Slides Editing Slides	Writing Wk 7 Triplet 2 Editing Wk 7 Triplet 2 Writing Slides Editing Slides	Writing Wk 7 Triplet 3 Editing Wk 7 Triplet 3 Writing Slides Editing Slides	Writing Wk 7 Triplet 4 Evidence Wk 7 Triplet 1-2 Writing Slides Evidence Slides	Editing Wk 7 Triplet 4 Evidence Wk 7 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 116	Practice accuracy check: guided partner activity. TLP p. 117	Day 3 independent application with accuracy check. TLP p. 118 Cluster 1 Assessment	Identified strength, next step, and reflection recorded. TLP p. 119	Day 5 Exit Ticket + Module Writing Assignment. Cluster 1 Assessment WB p. 162
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 89) Homework C1 M3		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 90	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 90 Homework C1 M3	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 1, Module 4: Week 8

4th Grade Weekly Pacing Guide | Make the Evidence Mean Something | Short Constructed Response (SCR)

The Writing Academy, LLC
Randi Whitney

Essential Question: How does an explanation sentence turn evidence into clear thinking for the reader?

Passages: "A Promise Written Long Ago" and "Morning in the Village" (Very High Stamina)

TEKS: 4.11B(i), 4.11C(i), 4.11C(ii), 4.12B, 4.12B(i), 4.12B(ii), 4.12B(iii); Editing: 4.11D (i), (vi), (vii), (viii), (ix), (x), (xxxiii), (xxv); Spiral: 4.7A-G

ELPS: 1(B), 1(C), 1(D), 1(E), 2(B), 2(E), 2(F), 3(E), 4(D), 4(E) | **Framework:** CSI

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Catch and repair a near-miss explanation. Reveal what an explanation does, the Explanation Starter Pack, and the power of THIS. TLP p. 174 Deck Slide 1	A Attempt Explanation Relay Race: sort sentences into Evidence or Explanation and explain why. Practice building explanation sentences that connect proof to thesis (central idea). TLP p. 175 Deck Slides	D U Discuss + Use Discuss how to tell evidence from explanation. Independently build the third sentence to complete full SCRs. Run a cumulative conventions sweep. TLP p. 176 Deck Slides	A T Award + Target Recognize the explanation that makes evidence mean something. Set a precise next goal for explanation writing. TLP p. 177 Deck Slides	E Educate + Explain Teach a partner what an explanation sentence does. Prove understanding of the full SCR: thesis (central idea), evidence, explanation. TLP p. 178 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 168)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 168)	Reread passage for discussion and independent application. Passage text (TLP p. 168)	Reread for evidence: identify key details and connections. Passage text (TLP p. 168)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 168)
Writing* (Student Workbook)	Gather + Reveal: I discover what an explanation sentence does Workbook p. 209	Attempt: EXPLANATION RELAY RACE Workbook p. 213	Discuss + Use: I build the third sentence Workbook p. 219	Award + Target: I recognize my strongest explanation Workbook p. 223	Explain/Educate: I teach someone else Workbook p. 225
Standards Block (20 min: 4 Triplets)	Writing Wk 8 Triplet 1 Editing Wk 8 Triplet 1 Writing Slides Editing Slides	Writing Wk 8 Triplet 2 Editing Wk 8 Triplet 2 Writing Slides Editing Slides	Writing Wk 8 Triplet 3 Editing Wk 8 Triplet 3 Writing Slides Editing Slides	Writing Wk 8 Triplet 4 Evidence Wk 8 Triplet 1-2 Writing Slides Evidence Slides	Editing Wk 8 Triplet 4 Evidence Wk 8 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 174	Practice accuracy check: guided partner activity. TLP p. 175	Day 3 independent application with accuracy check. TLP p. 176 Cluster 1 Assessment	Identified strength, next step, and reflection recorded. TLP p. 177	Day 5 Exit Ticket + Module Writing Assignment. Cluster 1 Assessment WB p. 225
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 145) Homework C1 M4		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 146	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 146 Homework C1 M4	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 2, Module 1: Week 9

4th Grade Weekly Pacing Guide | Growing the Tree | ECR: Informational

The Writing Academy, LLC

Randi Whitney

Essential Question: How does understanding the passage, the prompt, and the parts of an ECR help us build a strong informative response?

Passages: "The Energy We Use Everyday" and "Columbus's Arrival" (Low Stamina)

TEKS: 4.11B(i), 4.11C(i), 4.11C(ii), 4.12B(i), 4.12B(ii), 4.12B(iii);
Editing: 4.11D (i), (vi) to (x), (vii), (viii), (ix), (x), (xxxiii), (xxxv); Spiral:
4.7A-G

ELPS: 1(C), 1(E), 2(E), 2(F), 3(E), 4(D), 4(E) | **Framework:** TREE

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Gather the parts of the informative ECR tree by listening and sketching. Reveal how roots (passage and prompt), trunk (thesis/central idea), and branches (reason, evidence, explanation) work together. TLP p. 31 Deck Slide 1	A Attempt Sort thesis (central idea), evidence, and explanation cards from the two passages. Match each card to its place on the ECR TREE: roots, trunk, or branches. TLP p. 32 Deck Slides	D U Discuss + Use Discuss what makes a tree strong. Independently build an ECR tree for an informative energy prompt. Check one sentence for conventions. TLP p. 33 Deck Slides	A T Award + Target Recognize evidence of a growing ECR tree. Set a precise next goal for informative writing. Revise and edit. TLP p. 34 Deck Slides	E Educate + Explain Teach a partner how the ECR tree grows. Explain each part: roots, trunk, branches. Complete the exit ticket. TLP p. 35 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 29)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 29)	Reread passage for discussion and independent application. Passage text (TLP p. 29)	Reread for evidence: identify key details and connections. Passage text (TLP p. 29)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 29)
Writing* (Student Workbook)	Gather + Reveal: The ECR tree grows from roots to trunk to branches Workbook p. 32	Attempt: BOOM BOOM GRAB: Tree Style Workbook p. 35	Discuss + Use Again: What makes the tree strong? Workbook p. 41	Award + Target: Give yourself credit and choose a next goal Workbook p. 43	Explain to Others: Turn and Teach Workbook p. 44
Standards Block (20 min: 4 Triplets)	Writing Wk 9 Triplet 1 Editing Wk 9 Triplet 1 Writing Slides Editing Slides	Writing Wk 9 Triplet 2 Editing Wk 9 Triplet 2 Writing Slides Editing Slides	Writing Wk 9 Triplet 3 Editing Wk 9 Triplet 3 Writing Slides Editing Slides	Writing Wk 9 Triplet 4 Evidence Wk 9 Triplet 1-2 Writing Slides Evidence Slides	Editing Wk 9 Triplet 4 Evidence Wk 9 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 31	Practice accuracy check: guided partner activity. TLP p. 32	Day 3 independent application with accuracy check. TLP p. 33 Cluster 2 Assessment	Identified strength, next step, and reflection recorded. TLP p. 34	Day 5 Exit Ticket + Module Writing Assignment. Cluster 2 Assessment WB p. 44
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 7) Homework C2 M1		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 8	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 8 Homework C2 M1	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 2, Module 2: Week 10

4th Grade Weekly Pacing Guide | Writing Thesis (central idea) Statements | ECR: Informational

The Writing Academy, LLC
Randi Whitney

Essential Question: How can the words in an ECR prompt guide us to build a strong thesis (central idea) statement?

Passages: "The Energy We Use Everyday" and "Columbus's Arrival" (Medium Stamina)

TEKS: 4.11B(i), 4.11C(i), 4.11C(ii), 4.12B, 4.12B(i), 4.12B(ii), 4.12B(iii); Editing: 4.11D (i), (vi), (vii), (viii), (ix), (x), (xxxiii), (xxxv); Spiral: 4.7A-G

ELPS: 1(C), 2(E), 2(F), 4(A), 4(B), 4(C), 4(D), 4(E), 4(F) |
Framework: TREE

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Gather by labeling thesis (central idea) statements as WHY or HOW. Reveal the three thesis (central idea) pieces: Noun of Importance, Verb of Importance, and Answer. WHY = complex sentence; HOW = simple sentence. TLP p. 84 Deck Slide 1	A Attempt Thesis (central idea) Builder Trail: spin Noun, Verb, Answer, or Type; pull a prompt card; complete the part spun. Correct answer moves one space; extra-strong academic language moves two. TLP p. 85 Deck Slides	D U Discuss + Use Discuss prompt clues. Independently build WHY and HOW thesis (central idea) statements from two passage prompts. Revise word choice. Run a conventions sweep. TLP p. 87 Deck Slides	A T Award + Target Recognize the strong thesis (central idea) built. Set a precise next goal. Edit for conventions. TLP p. 88 Deck Slides	E Educate + Explain Teach a partner how to build a thesis (central idea) from the three pieces. Prove understanding by building one from a new prompt. TLP p. 89 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 81)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 81)	Reread passage for discussion and independent application. Passage text (TLP p. 81)	Reread for evidence: identify key details and connections. Passage text (TLP p. 81)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 81)
Writing* (Student Workbook)	Gather + Reveal: We Are Thesis (Central Idea) Builders, Not Thesis (Central Idea) Guessers Workbook p. 86	Attempt: Thesis (Central Idea) Builder Trail Workbook p. 89	Discuss and Use Again: Prompt-to-Thesis (Central Idea) Foldable Workbook p. 95	Award and Target: My thesis (central idea) is strong because ____ Workbook p. 97	Explain to Others: Teach the Three Pieces Workbook p. 98
Standards Block (20 min: 4 Triplets)	Writing Wk 10 Triplet 1 Editing Wk 10 Triplet 1 Writing Slides Editing Slides	Writing Wk 10 Triplet 2 Editing Wk 10 Triplet 2 Writing Slides Editing Slides	Writing Wk 10 Triplet 3 Editing Wk 10 Triplet 3 Writing Slides Editing Slides	Writing Wk 10 Triplet 4 Evidence Wk 10 Triplet 1-2 Writing Slides Evidence Slides	Editing Wk 10 Triplet 4 Evidence Wk 10 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 84	Practice accuracy check: guided partner activity. TLP p. 85	Day 3 independent application with accuracy check. TLP p. 87 Cluster 2 Assessment	Identified strength, next step, and reflection recorded. TLP p. 88	Day 5 Exit Ticket + Module Writing Assignment. Cluster 2 Assessment WB p. 98
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 59) Homework C2 M2		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 60	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 60 Homework C2 M2	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 2, Module 3: Week 11

4th Grade Weekly Pacing Guide | Organizing Reasons and Ways | ECR: Informational

The Writing Academy, LLC

Randi Whitney

Essential Question: How can organizing reasons or ways into different groups help us build focused, nonrepetitive body paragraphs?

Passages: "The Energy We Use Everyday" and "Columbus's Arrival" (High Stamina)

TEKS: 4.11B(iv), 4.11C(iii), 4.11C(iv), 4.12B(i), 4.12B(ii), 4.12B(iii); **ELPS:** 4(C), 4(D), 4(F) | **Framework:** CSI
Editing: 4.11D (xi), (xii), (xiii), (xiv); Spiral: 4.7A-G

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Gather: listen and number the Magnifying steps (brainstorm, sort, choose, narrow). Reveal the ECR Tree reason/way branch. Model baskets with the Columbus thesis (central idea). TLP p. 140 Deck Slide 1	A Attempt Bucket Sort: spread idea cards, sort into baskets (Land and Power; Religion and Culture; Relationships and Conflict; Off-Topic). Choose final keepers from different baskets. TLP p. 140 Deck Slides	D U Discuss + Use Discuss why brainstorming wide first, sorting, and keeping an off-topic basket matters. Magnify My Thesis (central idea): independently draw baskets, brainstorm, sort, and narrow. TLP p. 141 Deck Slides	A T Award + Target Recognize strong basket choices. Edit with comparative and superlative adjectives, adverbs of frequency and degree. Set a precise next goal. TLP p. 142 Deck Slides	E Educate + Explain Teach a partner the Magnifying steps. Explain how grouping ideas helps build focused body paragraphs. Transfer to a new passage prompt. TLP p. 142 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 135)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 135)	Reread passage for discussion and independent application. Passage text (TLP p. 135)	Reread for evidence: identify key details and connections. Passage text (TLP p. 135)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 135)
Writing* (Student Workbook)	Gather + Reveal: Tuesday Workbook p. 114	Attempt: BUCKET SORT Workbook p. 145	Discuss and Use Again: I explain my thinking and magnify my own thesis (central idea) Workbook p. 154	Award and Target: I name my growth and choose my next step Workbook p. 157	Explain to Others: I teach the four Magnifying steps Workbook p. 159
Standards Block (20 min: 4 Triplets)	Writing Wk 11 Triplet 1 Editing Wk 11 Triplet 1 Writing Slides Editing Slides	Writing Wk 11 Triplet 2 Editing Wk 11 Triplet 2 Writing Slides Editing Slides	Writing Wk 11 Triplet 3 Editing Wk 11 Triplet 3 Writing Slides Editing Slides	Writing Wk 11 Triplet 4 Evidence Wk 11 Triplet 1-2 Writing Slides Evidence Slides	Editing Wk 11 Triplet 4 Evidence Wk 11 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 140	Practice accuracy check: guided partner activity. TLP p. 140	Day 3 independent application with accuracy check. TLP p. 141 Cluster 2 Assessment	Identified strength, next step, and reflection recorded. TLP p. 142	Day 5 Exit Ticket + Module Writing Assignment. Cluster 2 Assessment WB p. 159
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 114) Homework C2 M3		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 115	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 115 Homework C2 M3	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 2, Module 4: Week 12

4th Grade Weekly Pacing Guide | Choosing Evidence | ECR: Informational

The Writing Academy, LLC

Randi Whitney

Essential Question: How can we choose evidence that truly proves each reason or way in an informative ECR?

Passages: "The Energy We Use Everyday" and "Columbus's Arrival" (Very High Stamina)

TEKS: 4.11B(i), 4.11B(iv), 4.11C(i) to (iv), 4.12B, 4.12B(ii), 4.12B(iii); Editing: 4.11D (i), (vi), (vii), (viii), (ix), (x), (xi), (xii), (xiii), (xiv), (xxxiii), (xxxv); Spiral: 4.7A-G

ELPS: 1(B), 1(C), 1(D), 2(B), 4(C), 4(D), 4(F) | **Framework:** CSI

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Catch the missing CSI part: hold up C, S, or I for the missing piece, then supply the missing thinking. Reveal that evidence is proof from the passage. TLP p. 194 Deck Slide 1	A Attempt CSI Evidence Match-Up: match each reason or way to the strongest evidence, then explain why it fits. A true detail is not always the best evidence for a particular reason. TLP p. 194 Deck Slides	D U Discuss + Use Discuss why evidence is strong when it comes from the text, matches the reason or way, is specific, and helps prove the thesis (central idea). Evidence Branch Builder independently. TLP p. 195 Deck Slides	A T Award + Target Recognize the proof chosen well. Set a precise next goal. Revise and edit cumulative conventions. TLP p. 195 Deck Slides	E Educate + Explain Teach CSI: teach a partner how to choose evidence from the Columbus passage or the energy passage. Complete the exit ticket. TLP p. 195 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 183)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 183)	Reread passage for discussion and independent application. Passage text (TLP p. 183)	Reread for evidence: identify key details and connections. Passage text (TLP p. 183)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 183)
Writing* (Student Workbook)	Gather + Reveal: I catch the missing CSI part and learn how evidence works Workbook p. 209	Attempt: CSI Evidence Match-Up Workbook p. 211	Discuss + Use: I discuss strong evidence and build an Evidence Branch independently Workbook p. 219	Award + Target: I recognize the proof I chose and set a precise next goal Workbook p. 222	Explain + Educate: I teach a partner how to use CSI with evidence Workbook p. 224
Standards Block (20 min: 4 Triplets)	Writing Wk 12 Triplet 1 Editing Wk 12 Triplet 1 Writing Slides Editing Slides	Writing Wk 12 Triplet 2 Editing Wk 12 Triplet 2 Writing Slides Editing Slides	Writing Wk 12 Triplet 3 Editing Wk 12 Triplet 3 Writing Slides Editing Slides	Writing Wk 12 Triplet 4 Evidence Wk 12 Triplet 1-2 Writing Slides Evidence Slides	Editing Wk 12 Triplet 4 Evidence Wk 12 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 194	Practice accuracy check: guided partner activity. TLP p. 194	Day 3 independent application with accuracy check. TLP p. 195 Cluster 2 Assessment	Identified strength, next step, and reflection recorded. TLP p. 195	Day 5 Exit Ticket + Module Writing Assignment. Cluster 2 Assessment WB p. 224
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 163) Homework C2 M4		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 164	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 164 Homework C2 M4	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 3, Module 1: Week 13

The Writing Academy, LLC
Randi Whitney

4th Grade Weekly Pacing Guide | Your First Full TREES Response | Extended Constructed Response (ECR): Informational

Essential Question: How can conflict, decisions, and support across a poem and a drama help us build a complete informative ECR?

Passages: "A Lone Star Choice" and "Making it Happen" (Low Stamina)

TEKS: 4.11B(iii), 4.11B(iv), 4.11C(i), 4.11C(ii), 4.11C(iii), 4.11C(iv), 4.12B, 4.12B(i), 4.12B(ii), 4.12B(iii); Editing: 4.11D (i), (vi), (xiv), (xxxiii), (xxxv)

ELPS: 4(F)(i), 4(C)(i), 4(D)(i), 4(E)(ii), 4(A)(i), 4(B)(i) | **Framework:** TREES, DEEP FACTS

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Gather the five jobs of TREES by teaching them to a partner, then reveal that conflict can be a decision or a need for support across a poem and a drama. TLP p. 33 Deck Slides	A Attempt Attempt a full response through the Build-A-TREES Challenge: sort reasons, build a thesis (central idea) that connects both texts, choose evidence with CSI, explain with DEEP FACTS. TLP p. 34 Deck Slides	D U Discuss + Use Discuss what made answers strong or incomplete, then independently build three CSI sets from both genres and write a full TREES response. TLP p. 35 Deck Slides	A T Award + Target Recognize what went well in the TREES response and set a precise next goal. TLP p. 37 Deck Slides	E Educate + Explain Teach a partner one TREES part, proving understanding by explaining what it does, why it matters, and giving an example from the poem or drama. TLP p. 38 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 30)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 30)	Reread passage for discussion and independent application. Passage text (TLP p. 30)	Reread for evidence: identify key details and connections. Passage text (TLP p. 30)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 30)
Writing* (Student Workbook)	Gather + Reveal: I gather the five jobs of TREES and reveal conflict Workbook p. 32	Attempt: BUILD-A-TREES CHALLENGE Workbook p. 35	Discuss + Use: I discuss my ECR and write it on my own Workbook p. 40	Award + Target: I award my growth and target my next step Workbook p. 43	Explain + Educate: I teach one TREES part to a partner Workbook p. 44
Standards Block (20 min: 4 Triplets)	Writing Wk 13 Triplet 1 Editing Wk 13 Triplet 1 Writing Slides Editing Slides	Writing Wk 13 Triplet 2 Editing Wk 13 Triplet 2 Writing Slides Editing Slides	Writing Wk 13 Triplet 3 Evidence Wk 13 Triplet 1 Writing Slides Evidence Slides	Writing Wk 13 Triplet 4 Evidence Wk 13 Triplet 2 Writing Slides Evidence Slides	Editing Wk 13 Triplet 3-4 Evidence Wk 13 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 33	Practice accuracy check: guided partner activity. TLP p. 34	Day 3 independent application with accuracy check. Cluster 3 Assessment	Identified strength, next step, and reflection recorded. TLP p. 37	Day 5 Exit Ticket + Module Writing Assignment. Cluster 3 Assessment WB p. 44
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 7) Homework C3 M1		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 8	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 8 Homework C3 M1	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 3, Module 2: Week 14

The Writing Academy, LLC
Randi Whitney

4th Grade Weekly Pacing Guide | Recognizing Relational Prompt Types | Extended Constructed Response (ECR): Informational

Essential Question: How can clue words reveal whether a prompt is asking for reasons or ways even when it never says why or how?

Passages: "A Lone Star Choice" and "Making it Happen"
(Medium Stamina)

TEKS: 4.11B(iv), 4.12B, 4.12B(i), 4.12B(ii), 4.12B(iii); Editing:
4.11D (i)

ELPS: 4(F)(i), 4(C)(i), 4(D)(i), 4(E)(ii), 4(A)(i), 4(B)(i) | **Framework:**
TREES, CSI

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Gather ideas about problems, reveal the three prompt shapes (circle nouns, box verb, triangle WHY/HOW), and model a thesis (central idea) that matches WHY. TLP p. 90 Deck Slides	A Attempt Practice shaping prompts and writing a thesis (central idea) that matches WHY or HOW through the Spin and Shape Showdown game. TLP p. 91 Deck Slides	D U Discuss + Use Explain how the conflict supports a WHY thesis (central idea), then independently shape a prompt and write a complete thesis (central idea). TLP p. 93 Deck Slides	A T Award + Target Recognize successful shaping and thesis (central idea) writing, then revise a vague thesis (central idea) so it answers WHY with a conflict-grounded reason. TLP p. 94 Deck Slides	E Educate + Explain Teach the prompt-shaping habit, explain the TREES connection, and transfer the thesis (central idea)-writing skill to the drama's HOW prompt. TLP p. 95 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 86)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 86)	Reread passage for discussion and independent application. Passage text (TLP p. 86)	Reread for evidence: identify key details and connections. Passage text (TLP p. 86)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 86)
Writing* (Student Workbook)	Gather + Reveal: I gather reason and way clue words and reveal the hidden question Workbook p. 83	Attempt: FLIP-FLAP PROMPT SORT Workbook p. 85	Discuss + Use: I discuss my sorting and use the clue words again Workbook p. 89	Award + Target: I award my growth and target my next step Workbook p. 92	Explain + Educate: I teach a partner how to classify a relational prompt Workbook p. 94
Standards Block (20 min: 4 Triplets)	Writing Wk 14 Triplet 1 Editing Wk 14 Triplet 1 Writing Slides Editing Slides	Writing Wk 14 Triplet 2 Editing Wk 14 Triplet 2 Writing Slides Editing Slides	Writing Wk 14 Triplet 3 Evidence Wk 14 Triplet 1 Writing Slides Evidence Slides	Writing Wk 14 Triplet 4 Evidence Wk 14 Triplet 2 Writing Slides Evidence Slides	Editing Wk 14 Triplet 3-4 Evidence Wk 14 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 90	Practice accuracy check: guided partner activity. TLP p. 91	Day 3 independent application with accuracy check. Cluster 3 Assessment	Identified strength, next step, and reflection recorded. TLP p. 94	Day 5 Exit Ticket + Module Writing Assignment. Cluster 3 Assessment WB p. 94
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 63) Homework C3 M2		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 64	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 64 Homework C3 M2	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 3, Module 3: Week 15

The Writing Academy, LLC
Randi Whitney

4th Grade Weekly Pacing Guide | Magnifying Many Ideas into Three Strong Reasons | Extended Constructed Response (ECR): Informational

Essential Question: How does magnifying many ideas into three distinct reasons make an informative ECR more focused and developed?

Passages: "A Lone Star Choice" and "Making it Happen" (High Stamina) **TEKS:** 4.11B(iv), 4.12B, 4.12B(i), 4.12B(ii), 4.12B(iii)

ELPS: 4(F)(i), 4(C)(i), 4(D)(i), 4(E)(ii), 4(A)(i), 4(B)(i) | **Framework:** TREES, CSI

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Introduce the Magnifying process and model how a reader gathers many possible reasons from both texts before choosing. TLP p. 149 Deck Slides	A Attempt Brainstorm many reasons for the Why prompt, place them in like-minded groups, narrow them, and write three final reason sentences. TLP p. 150 Deck Slides	D U Discuss + Use Discuss why writers magnify ideas, then independently apply the process to a new Why prompt about support in both texts. TLP p. 151 Deck Slides	A T Award + Target Recognize strong magnifying work, then add, delete, combine, and revise ideas for coherence and accurate preposition use. TLP p. 152 Deck Slides	E Educate + Explain Teach the Magnifying process to a partner and explain how three final reason sentences become three body-paragraph directions. TLP p. 153 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 143)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 143)	Reread passage for discussion and independent application. Passage text (TLP p. 143)	Reread for evidence: identify key details and connections. Passage text (TLP p. 143)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 143)
Writing* (Student Workbook)	Gather + Reveal: Tuesday Workbook p. 112	Attempt: Magnify the Reasons Workbook p. 145	Discuss + Use: I discuss and magnify my own reasons independently Workbook p. 153	Award + Target: I name my strongest reason and set a goal Workbook p. 156	Explain + Educate: I teach the magnifying process to a partner Workbook p. 158
Standards Block (20 min: 4 Triplets)	Writing Wk 15 Triplet 1 Editing Wk 15 Triplet 1 Writing Slides Editing Slides	Writing Wk 15 Triplet 2 Editing Wk 15 Triplet 2 Writing Slides Editing Slides	Writing Wk 15 Triplet 3 Evidence Wk 15 Triplet 1 Writing Slides Evidence Slides	Writing Wk 15 Triplet 4 Evidence Wk 15 Triplet 2 Writing Slides Evidence Slides	Editing Wk 15 Triplet 3-4 Evidence Wk 15 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 149	Practice accuracy check: guided partner activity. TLP p. 150	Day 3 independent application with accuracy check. Cluster 3 Assessment	Identified strength, next step, and reflection recorded. TLP p. 152	Day 5 Exit Ticket + Module Writing Assignment. Cluster 3 Assessment WB p. 158
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 121) Homework C3 M3		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 122	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 122 Homework C3 M3	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 3, Module 4: Week 16

The Writing Academy, LLC
Randi Whitney

4th Grade Weekly Pacing Guide | Matching Reasons, Evidence, and Explanation with CSI | Extended Constructed Response (ECR): Informational

Essential Question: How do CSI, quoted evidence, and explanation work together to prove a reason and deepen an informative ECR?

Passages: "A Lone Star Choice" and "Making it Happen" (Very High Stamina)

TEKS: 4.11B(iv), 4.12B, 4.12B(i), 4.12B(ii), 4.12B(iii); Editing: 4.11D (i), (xxxiii), (xxxv)

ELPS: 4(F)(i), 4(C)(i), 4(D)(i), 4(E)(ii), 4(A)(i), 4(B)(i) | **Framework:** CSI, TREES

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Gather the three CSI components and reveal how each quoted piece of evidence must match its reason and receive a DEEP FACTS explanation. TLP p. 208 Deck Slides	A Attempt Attempt CSI Triple Match by matching a reason card, an evidence card, and an explanation card. TLP p. 209 Deck Slides	D U Discuss + Use Discuss why one quotation is stronger than another, then independently build three CSI sets from both genres. TLP p. 210 Deck Slides	A T Award + Target Award careful evidence matching and target one next CSI goal through the cumulative standards application check. TLP p. 211 Deck Slides	E Educate + Explain Teach a partner why matching evidence to a reason matters, and explain how DEEP FACTS turns a quotation into proof. TLP p. 211 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 199)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 199)	Reread passage for discussion and independent application. Passage text (TLP p. 199)	Reread for evidence: identify key details and connections. Passage text (TLP p. 199)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 199)
Writing* (Student Workbook)	Gather + Reveal: I listen for what a quotation proves and what an explanation adds Workbook p. 206	Attempt: CSI TRIPLE MATCH Workbook p. 209	Discuss + Use: I explain what made one piece of evidence stronger than another Workbook p. 217	Award + Target: I star my strongest explanation and choose my next step Workbook p. 221	Explain + Educate: I teach how to build a strong reason, evidence, and explanation set Workbook p. 223
Standards Block (20 min: 4 Triplets)	Writing Wk 16 Triplet 1 Editing Wk 16 Triplet 1 Writing Slides Editing Slides	Writing Wk 16 Triplet 2 Editing Wk 16 Triplet 2 Writing Slides Editing Slides	Writing Wk 16 Triplet 3 Evidence Wk 16 Triplet 1 Writing Slides Evidence Slides	Writing Wk 16 Triplet 4 Evidence Wk 16 Triplet 2 Writing Slides Evidence Slides	Editing Wk 16 Triplet 3-4 Evidence Wk 16 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 208	Practice accuracy check: guided partner activity. TLP p. 209	Day 3 independent application with accuracy check. Cluster 3 Assessment	Identified strength, next step, and reflection recorded. TLP p. 211	Day 5 Exit Ticket + Module Writing Assignment. Cluster 3 Assessment WB p. 223
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 177) Homework C3 M4		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 178	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 178 Homework C3 M4	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 4, Module 1: Week 17

The Writing Academy, LLC
Randi Whitney

4th Grade Weekly Pacing Guide | CREATURES Foundation | Extended Constructed Response (ECR): Opinion

Essential Question: How do a clear claim, logical reasons, and relevant evidence create the foundation of a strong argumentative response?

Passages: "The Wealth of Mansa Musa" and "Four Regions, One Big Adventure" (Low Stamina) **TEKS:** 4.11B(iii), 4.12C, 4.12C(i), 4.12C(ii); Editing: 4.11D (i)

ELPS: 4(F)(i), 4(C)(i), 4(D)(i), 4(E)(ii), 3(E), 3(G) | **Framework:** CREATURES

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Introduce the CREATURES roadmap: C for Claim, R for Reasons, E for Evidence. Students identify a claim, name reasons, and find one piece of evidence from each passage. TLP p. 33 Deck Slides	A Attempt Connect the Foundation to CREATURES by matching evidence cards to reasons and building C, R, E in order. TLP p. 34 Deck Slides	D U Discuss + Use Discuss what makes a claim defensible, then independently write a claim with two reasons and one piece of evidence per reason. TLP p. 34 Deck Slides	A T Award + Target Recognize accurate claim, reason, and evidence work, then revise a weak reason and choose a next step. TLP p. 35 Deck Slides	E Educate + Explain Teach a partner the first three CREATURES letters, explain why each piece matters, and transfer the practice to a new prompt. TLP p. 36 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 30)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 30)	Reread passage for discussion and independent application. Passage text (TLP p. 30)	Reread for evidence: identify key details and connections. Passage text (TLP p. 30)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 30)
Writing* (Student Workbook)	Gather + Reveal: I build the foundation of my argument Workbook p. 30	Attempt: BUILD THE CREATURE Workbook p. 33	Discuss + Use: I explain my thinking Workbook p. 38	Award + Target: I notice evidence of my growth Workbook p. 42	Explain/Educate: I teach someone else Workbook p. 43
Standards Block (20 min: 4 Triplets)	Writing Wk 17 Triplet 1 Editing Wk 17 Triplet 1 Writing Slides Editing Slides	Writing Wk 17 Triplet 2 Editing Wk 17 Triplet 2 Writing Slides Editing Slides	Writing Wk 17 Triplet 3 Evidence Wk 17 Triplet 1 Writing Slides Evidence Slides	Writing Wk 17 Triplet 4 Evidence Wk 17 Triplet 2 Writing Slides Evidence Slides	Editing Wk 17 Triplet 3-4 Evidence Wk 17 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 33	Practice accuracy check: guided partner activity. TLP p. 34	Day 3 independent application with accuracy check. Cluster 4 Assessment	Identified strength, next step, and reflection recorded. TLP p. 35	Day 5 Exit Ticket + Module Writing Assignment. Cluster 4 Assessment WB p. 43
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 7) Homework C4 M1		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 8	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 8 Homework C4 M1	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 4, Module 2: Week 18

The Writing Academy, LLC
Randi Whitney

4th Grade Weekly Pacing Guide | From Facts to a Coherent Case | Extended Constructed Response (ECR): Opinion

Essential Question: How do Argument and Thinking turn separate reasons and evidence into one coherent case for a claim?

Passages: "The Wealth of Mansa Musa" and "Four Regions, One Big Adventure" (Medium Stamina) **TEKS:** 4.11B(ii), 4.11C(i), 4.11C(ii), 4.11C(iii), 4.11C(iv), 4.11C(v), 4.12C(i), 4.12C(ii); Editing: 4.11D (xv), (xvi) **ELPS:** 4(F)(i), 4(C)(i), 4(D)(i), 4(E)(ii), 3(E), 3(G) | **Framework:** CREATURES

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Listen for the place where an argument stops making sense and identify whether the missing piece is Argument or Thinking. TLP p. 79 Deck Slides	A Attempt Build C to R to E to T in the correct order, add a transition, and explain which Thinking move connects the evidence to the claim. TLP p. 80 Deck Slides	D U Discuss + Use Discuss coherence and independently build two R/E/T chains for the Texas regions prompt. TLP p. 81 Deck Slides	A T Award + Target Recognize accurate A and T work, highlight the sentence that makes reasoning most visible, revise a weak link, and choose one target. TLP p. 82 Deck Slides	E Educate + Explain Teach a partner how Argument and Thinking hold evidence together, then transfer the skill to a new chain. TLP p. 82 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 76)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 76)	Reread passage for discussion and independent application. Passage text (TLP p. 76)	Reread for evidence: identify key details and connections. Passage text (TLP p. 76)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 76)
Writing* (Student Workbook)	Gather + Reveal: I hear and repair a broken argument chain Workbook p. 82	Attempt: ARGUMENT CHAIN RELAY Workbook p. 85	Discuss + Use: I explain and connect my thinking Workbook p. 88	Award + Target: I make my thinking visible Workbook p. 92	Explain/Educate: I teach the argument chain Workbook p. 93
Standards Block (20 min: 4 Triplets)	Writing Wk 18 Triplet 1 Editing Wk 18 Triplet 1 Writing Slides Editing Slides	Writing Wk 18 Triplet 2 Editing Wk 18 Triplet 2 Writing Slides Editing Slides	Writing Wk 18 Triplet 3 Evidence Wk 18 Triplet 1 Writing Slides Evidence Slides	Writing Wk 18 Triplet 4 Evidence Wk 18 Triplet 2 Writing Slides Evidence Slides	Editing Wk 18 Triplet 3-4 Evidence Wk 18 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 79	Practice accuracy check: guided partner activity. TLP p. 80	Day 3 independent application with accuracy check. Cluster 4 Assessment	Identified strength, next step, and reflection recorded. TLP p. 82	Day 5 Exit Ticket + Module Writing Assignment. Cluster 4 Assessment WB p. 93
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 59) Homework C4 M2		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 60	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 60 Homework C4 M2	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 4, Module 3: Week 19

The Writing Academy, LLC
Randi Whitney

4th Grade Weekly Pacing Guide | Understanding Others and Rebuttal | Extended Constructed Response (ECR): Opinion

Essential Question: How can accurately understanding another viewpoint help us write a stronger and more respectful rebuttal?

Passages: "The Wealth of Mansa Musa" and "Four Regions, One Big Adventure" (High Stamina) **TEKS:** 4.11B(ii), 4.11C(vi), 4.12C(i), 4.12C(ii); Editing: 4.11D (xvii), (xxi), (xxix) **ELPS:** 4(F)(i), 4(C)(i), 4(D)(i), 4(E)(ii), 3(E), 3(G) | **Framework:** CREATURES

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Hear another viewpoint fairly, reveal the U and R moves, and model a respectful evidence-based response. TLP p. 131 Deck Slides	A Attempt Practice choosing a fair viewpoint and building a rebuttal with one piece of text evidence. TLP p. 132 Deck Slides	D U Discuss + Use Explain why fair understanding strengthens an argument, then independently write a claim, U viewpoint, and evidence-based R rebuttal. TLP p. 133 Deck Slides	A T Award + Target Recognize accurate representation and respectful response, then revise vague U/R language and choose a next step. TLP p. 134 Deck Slides	E Educate + Explain Teach a partner why Understanding Others comes before Rebuttal, then transfer the practice to a fresh U/R response. TLP p. 135 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 126)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 126)	Reread passage for discussion and independent application. Passage text (TLP p. 126)	Reread for evidence: identify key details and connections. Passage text (TLP p. 126)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 126)
Writing* (Student Workbook)	Gather + Reveal: Tuesday Workbook p. 108	Attempt: PERSPECTIVE SWITCHBOARD Workbook p. 141	Discuss + Use: I explain why a fair viewpoint makes a rebuttal stronger Workbook p. 146	Award + Target: I make my fairness visible Workbook p. 150	Explain/Educate: I teach why Understanding Others comes before Rebuttal Workbook p. 151
Standards Block (20 min: 4 Triplets)	Writing Wk 19 Triplet 1 Editing Wk 19 Triplet 1 Writing Slides Editing Slides	Writing Wk 19 Triplet 2 Editing Wk 19 Triplet 2 Writing Slides Editing Slides	Writing Wk 19 Triplet 3 Evidence Wk 19 Triplet 1 Writing Slides Evidence Slides	Writing Wk 19 Triplet 4 Evidence Wk 19 Triplet 2 Writing Slides Evidence Slides	Editing Wk 19 Triplet 3-4 Evidence Wk 19 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 131	Practice accuracy check: guided partner activity. TLP p. 132	Day 3 independent application with accuracy check. Cluster 4 Assessment	Identified strength, next step, and reflection recorded. TLP p. 134	Day 5 Exit Ticket + Module Writing Assignment. Cluster 4 Assessment WB p. 151
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 101) Homework C4 M3		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 102	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 102 Homework C4 M3	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 4, Module 4: Week 20

The Writing Academy, LLC
Randi Whitney

4th Grade Weekly Pacing Guide | Ending, Significance, and the Full CREATURES ECR | Extended Constructed Response (ECR): Opinion

Essential Question: How do Ending and Significance complete a CREATURES argument and leave the reader with a meaningful Bluebird Moment?

Passages: "The Wealth of Mansa Musa" and "Four Regions, One Big Adventure" (Very High Stamina) **TEKS:** 4.11B(ii), 4.11B(iii), 4.11C(vi), 4.12C(i), 4.12C(ii); Editing: 4.11D (i), (xvii), (xxi) to (xxix)

ELPS: 4(F)(i), 4(C)(i), 4(D)(i), 4(E)(ii), 3(E), 3(G) | **Framework:** CREATURES

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Distinguish an Ending from Significance and reveal how the full CREATURES path completes a case. TLP p. 187 Deck Slides	A Attempt Practice building E and S endings that leave the reader with a Bluebird Moment. TLP p. 187 Deck Slides	D U Discuss + Use Diagnose the full argument, then independently plan and draft a full ECR about Texas regions. TLP p. 188 Deck Slides	A T Award + Target Revise and edit the complete argument, recognize a strength, and set a next-letter target. TLP p. 189 Deck Slides	E Educate + Explain Teach the whole roadmap, explain the Bluebird Moment, and transfer the learning to final writing. TLP p. 190 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 181)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 181)	Reread passage for discussion and independent application. Passage text (TLP p. 181)	Reread for evidence: identify key details and connections. Passage text (TLP p. 181)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 181)
Writing* (Student Workbook)	Gather + Reveal: I listen for whether a sentence is E: Ending or S: Significance Workbook p. 198	Attempt: BUILD THE FULL CREATURES CASE Workbook p. 201	Discuss + Use: I explain why my full case is coherent Workbook p. 206	Award + Target: I revise and edit my full CREATURES ECR Workbook p. 210	Explain/Educate: I teach the whole CREATURES roadmap Workbook p. 211
Standards Block (20 min: 4 Triplets)	Writing Wk 20 Triplet 1 Editing Wk 20 Triplet 1 Writing Slides Editing Slides	Writing Wk 20 Triplet 2 Editing Wk 20 Triplet 2 Writing Slides Editing Slides	Writing Wk 20 Triplet 3 Evidence Wk 20 Triplet 1 Writing Slides Evidence Slides	Writing Wk 20 Triplet 4 Evidence Wk 20 Triplet 2 Writing Slides Evidence Slides	Editing Wk 20 Triplet 3-4 Evidence Wk 20 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 187	Practice accuracy check: guided partner activity. TLP p. 187	Day 3 independent application with accuracy check. Cluster 4 Assessment	Identified strength, next step, and reflection recorded. TLP p. 189	Day 5 Exit Ticket + Module Writing Assignment. Cluster 4 Assessment WB p. 211
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 158) Homework C4 M4		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 159	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 159 Homework C4 M4	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 5, Module 1: Week 21

The Writing Academy, LLC
Randi Whitney

4th Grade Weekly Pacing Guide | Building the Evidence Bridge | Extended Constructed Response (ECR): Paired Passages

Essential Question: How can evidence from two passages work together to build a complete explanation of how ideas and voices influence people and communities?

Passages: "Looking Back to Move Forward" and "Voices That Shaped Texas" (Low Stamina)

TEKS: 4.11B(i), 4.11B(ii), 4.11B(iii), 4.11B(iv), 4.11C(i), 4.11C(ii), 4.11C(iii), 4.11C(v), 4.11C(vi), 4.12B, 4.12B(i), 4.12B(ii), 4.12B(iii);
Editing: 4.11D (xviii), (xix), (xxxi), (xxxv)

ELPS: 4(F)(i), 4(C)(i), 4(D)(i), 4(E)(ii), 3(E), 3(G) | **Framework:** RRR, R1

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Gather the idea that a paired prompt needs a paired answer, then reveal plotline resolution, the Get S.E.T. introduction, and how to balance evidence from two texts. TLP p. 33 Deck Slides	A Attempt Attempt a balanced paired response through the Paired Prompt Bridge Builder game: select a thesis (central idea), a reason, one detail from each passage, and an explanation. TLP p. 34 Deck Slides	D U Discuss + Use Discuss what made answers strong or incomplete, then independently write a balanced paired response and run a revision-and-conventions check. TLP p. 35 Deck Slides	A T Award + Target Recognize a strength in the paired response and set a specific next goal for balanced evidence use. TLP p. 35 Deck Slides	E Educate + Explain Teach a partner why paired prompts need paired evidence, proving the ability to connect ideas across two texts. TLP p. 37 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 30)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 30)	Reread passage for discussion and independent application. Passage text (TLP p. 30)	Reread for evidence: identify key details and connections. Passage text (TLP p. 30)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 30)
Writing* (Student Workbook)	Gather + Reveal: I discover how a resolution reveals a bigger idea Workbook p. 31	Attempt: Paired Prompt Bridge Builder Workbook p. 35	Discuss + Use: I explain and apply my thinking Workbook p. 41	Award + Target: I notice evidence of my growth Workbook p. 44	Explain/Educate: I teach someone else Workbook p. 45
Standards Block (20 min: 4 Triplets)	Writing Wk 21 Triplet 1 Editing Wk 21 Triplet 1 Writing Slides Editing Slides	Writing Wk 21 Triplet 2 Editing Wk 21 Triplet 2 Writing Slides Editing Slides	Writing Wk 21 Triplet 3 Evidence Wk 21 Triplet 1 Writing Slides Evidence Slides	Writing Wk 21 Triplet 4 Evidence Wk 21 Triplet 2 Writing Slides Evidence Slides	Editing Wk 21 Triplet 3-4 Evidence Wk 21 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 33	Practice accuracy check: guided partner activity. TLP p. 34	Day 3 independent application with accuracy check. Cluster 5 Assessment	Identified strength, next step, and reflection recorded. TLP p. 35	Day 5 Exit Ticket + Module Writing Assignment. Cluster 5 Assessment WB p. 45
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 7) Homework C5 M1		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 8	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 8 Homework C5 M1	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 5, Module 2: Week 22

The Writing Academy, LLC
Randi Whitney

4th Grade Weekly Pacing Guide | HOW Ideas Connect and Differ | Extended Constructed Response (ECR): Paired Passages

Essential Question: How can comparing similarities and differences across two passages help us explain how influence happens?

Passages: "Looking Back to Move Forward" and "Voices That Shaped Texas" (Medium Stamina)

TEKS: 4.11B(ii), 4.11B(iv), 4.11C(i), 4.11C(ii), 4.11C(v), 4.11C(vi), 4.12B(i), 4.12B(ii), 4.12B(iii); Editing: 4.11D (i), (xv), (xvi), (xvii)

ELPS: 4(F)(i), 4(C)(i), 4(D)(i), 4(E)(ii), 3(E), 3(G) | **Framework:** RRR, R1

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Gather attention with Mirror or Window and reveal prompt analysis, resolution, and how to notice similarities and differences across two texts. TLP p. 89 Deck Slides	A Attempt Complete the Compare-Conquer Station Quest, practicing four distinct comparison habits with all task cards, directions, and answer guidance. TLP p. 91 Deck Slides	D U Discuss + Use Discuss why strong comparisons name a relationship, then independently complete the Split-Screen Response Lab. TLP p. 93 Deck Slides	A T Award + Target Celebrate one specific comparison habit and set a precise goal for the next paired response. TLP p. 94 Deck Slides	E Educate + Explain Teach how to distinguish similarity and difference prompts, use both passages, and build one balanced answer. TLP p. 95 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 85)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 85)	Reread passage for discussion and independent application. Passage text (TLP p. 85)	Reread for evidence: identify key details and connections. Passage text (TLP p. 85)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 85)
Writing* (Student Workbook)	Gather + Reveal: I notice mirror moments and window moments Workbook p. 85	Attempt: Compare-Conquer Station Quest Workbook p. 89	Discuss + Use Again: I explain why strong comparisons name a relationship Workbook p. 96	Award + Target: I celebrate a comparison habit and set my next goal Workbook p. 99	Explain to Others: I teach a partner how to compare the passages Workbook p. 102
Standards Block (20 min: 4 Triplets)	Writing Wk 22 Triplet 1 Editing Wk 22 Triplet 1 Writing Slides Editing Slides	Writing Wk 22 Triplet 2 Editing Wk 22 Triplet 2 Writing Slides Editing Slides	Writing Wk 22 Triplet 3 Evidence Wk 22 Triplet 1 Writing Slides Evidence Slides	Writing Wk 22 Triplet 4 Evidence Wk 22 Triplet 2 Writing Slides Evidence Slides	Editing Wk 22 Triplet 3-4 Evidence Wk 22 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 89	Practice accuracy check: guided partner activity. TLP p. 91	Day 3 independent application with accuracy check. Cluster 5 Assessment	Identified strength, next step, and reflection recorded. TLP p. 94	Day 5 Exit Ticket + Module Writing Assignment. Cluster 5 Assessment WB p. 102
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 61) Homework C5 M2		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 62	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 62 Homework C5 M2	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 5, Module 3: Week 23

The Writing Academy, LLC
Randi Whitney

4th Grade Weekly Pacing Guide | The RRR Conclusion Paragraph | Extended Constructed Response (ECR): Paired Passages

Essential Question: How does an RRR conclusion bring a paired-passage response back to the thesis (central idea) while leaving the reader with a bigger idea?

Passages: "Looking Back to Move Forward" and "Voices That Shaped Texas" (High Stamina)

TEKS: 4.11B(ii), 4.11C(i) to (vi), 4.12B(i), 4.12B(i) to (iii), 4.12B(ii), 4.12B(iii); Editing: 4.11D (i)

ELPS: 4(F)(i), 4(C)(i), 4(D)(i), 4(E)(ii), 3(E), 3(G) | **Framework:** R1, RRR

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Gather the three parts of an RRR conclusion (Restate, Reflect, Reach) and reveal how each brings the response full circle. TLP p. 135 Deck Slides	A Attempt Practice building R1-R2-R3 conclusion sentences using the Spin and Conclude game mat with evidence from both passages. TLP p. 136 Deck Slides	D U Discuss + Use Discuss what makes a conclusion feel complete, then independently write an RRR conclusion for the paired-passage prompt. TLP p. 137 Deck Slides	A T Award + Target Recognize a strong conclusion, revise a weak R2 or R3 sentence, and choose a next step. TLP p. 138 Deck Slides	E Educate + Explain Teach a partner the RRR conclusion structure and explain how it closes the response while reaching a bigger idea. TLP p. 138 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 129)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 129)	Reread passage for discussion and independent application. Passage text (TLP p. 129)	Reread for evidence: identify key details and connections. Passage text (TLP p. 129)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 129)
Writing* (Student Workbook)	Gather and Reveal: Tuesday Workbook p. 120	Attempt: RRR Color Code Construction Zone Workbook p. 153	Discuss and Use Again: I talk about strong conclusions, then write my own Workbook p. 159	Award and Target: I recognize my growth and set a goal Workbook p. 161	Explain to Others: I teach how to build an RRR conclusion Workbook p. 163
Standards Block (20 min: 4 Triplets)	Writing Wk 23 Triplet 1 Editing Wk 23 Triplet 1 Writing Slides Editing Slides	Writing Wk 23 Triplet 2 Editing Wk 23 Triplet 2 Writing Slides Editing Slides	Writing Wk 23 Triplet 3 Evidence Wk 23 Triplet 1 Writing Slides Evidence Slides	Writing Wk 23 Triplet 4 Evidence Wk 23 Triplet 2 Writing Slides Evidence Slides	Editing Wk 23 Triplet 3-4 Evidence Wk 23 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 135	Practice accuracy check: guided partner activity. TLP p. 136	Day 3 independent application with accuracy check. Cluster 5 Assessment	Identified strength, next step, and reflection recorded. TLP p. 138	Day 5 Exit Ticket + Module Writing Assignment. Cluster 5 Assessment WB p. 163
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 116) Homework C5 M3		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 117	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 117 Homework C5 M3	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 5, Module 4: Week 24

The Writing Academy, LLC

Randi Whitney

4th Grade Weekly Pacing Guide | Seeing the Structure Through Color | Extended Constructed Response (ECR): Paired Passages

Essential Question: How does color-coding a complete exemplar reveal the job of every sentence and the structure of a strong paired-passage ECR?

Passages: "Looking Back to Move Forward" and "Voices That Shaped Texas" (Very High Stamina)

TEKS: 4.11B(i), 4.11B(ii), 4.11B(iii), 4.11B(iv), 4.11C(i), 4.11C(v), 4.11C(viii), 4.12B, 4.12B(i), 4.12B(ii), 4.12B(iii); Editing: 4.11D (ii), (iii), (iv), (v), (xviii), (xx), (xxxi)

ELPS: 4(F)(i), 4(C)(i), 4(D)(i), 4(E)(ii), 3(E), 3(G) | **Framework:** RRR, R1

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Gather both texts and reveal the color map that shows every sentence's job in a paired-passage ECR. TLP p. 181 Deck Slides	A Attempt Color-code an exemplar response sentence by sentence, identifying thesis (central idea), reasons, evidence, explanation, and conclusion parts. TLP p. 181 Deck Slides	D U Discuss + Use Discuss relationships between sentence jobs, then color the full response independently. TLP p. 182 Deck Slides	A T Award + Target Recognize accurate color-coding and set a structural goal for the next ECR. TLP p. 183 Deck Slides	E Educate + Explain Teach the full color map and transfer it to a new paragraph. TLP p. 183 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 172)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 172)	Reread passage for discussion and independent application. Passage text (TLP p. 172)	Reread for evidence: identify key details and connections. Passage text (TLP p. 172)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 172)
Writing* (Student Workbook)	Gather + Reveal: I catch mislabeled sentence jobs and learn the complete ECR color map Workbook p. 217	Attempt: RACE TO THE RIGHT COLOR Workbook p. 221	Discuss + Use: I explain how colors work differently in different parts of the paper Workbook p. 225	Award + Target: I celebrate my understanding and set a structural goal Workbook p. 227	Explain + Educate: I teach a partner how the whole-paper color system works Workbook p. 229
Standards Block (20 min: 4 Triplets)	Writing Wk 24 Triplet 1 Editing Wk 24 Triplet 1 Writing Slides Editing Slides	Writing Wk 24 Triplet 2 Editing Wk 24 Triplet 2 Writing Slides Editing Slides	Writing Wk 24 Triplet 3 Evidence Wk 24 Triplet 1 Writing Slides Evidence Slides	Writing Wk 24 Triplet 4 Evidence Wk 24 Triplet 2 Writing Slides Evidence Slides	Editing Wk 24 Triplet 3-4 Evidence Wk 24 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 181	Practice accuracy check: guided partner activity. TLP p. 181	Day 3 independent application with accuracy check. Cluster 5 Assessment	Identified strength, next step, and reflection recorded. TLP p. 183	Day 5 Exit Ticket + Module Writing Assignment. Cluster 5 Assessment WB p. 229
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 154) Homework C5 M4		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 155	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 155 Homework C5 M4	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 6, Module 1: Week 25

The Writing Academy, LLC
Randi Whitney

4th Grade Weekly Pacing Guide | If You Have to Decide, Declare the Why | ECR: Argumentative

Essential Question: How does choosing a side and declaring the why help a writer build a convincing argument from a text?

Passages: "A Day That Changed" and "Understanding the Texas Regions" (Low Stamina) **TEKS:** 4.11A(i), 4.11B(iv), 4.11C(i), 4.11C(ii), 4.12C, 4.12C(i), 4.12C(ii); Editing: 4.11D (i), (vii), (ix), (xxxv); Spiral: 4.7A-G

ELPS: 1(E), 1(C), 2(E), 2(F), 3(E), 4(D), 4(E) | **Framework:** CREATURES, RRR

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Gather the catch phrase "If you have to decide, declare the why," reveal that decision prompts are WHY prompts, and learn the Argumentative Correspondence structure. TLP p. 33 Deck Slide 1	A Attempt Attempt prompt analysis through Declare the Why Dash: draw a decision prompt, spin, decide the side, name both sides, write the claim, say the why, find a reason, or give a big-picture bonus. TLP p. 34 Deck Slides	D U Discuss + Use Discuss what makes a claim strong, then independently analyze decision prompts and write claims, revising them for precision. TLP p. 36 Deck Slides	A T Award + Target Recognize that a side was chosen and a why was proved, then set a precise next goal. TLP p. 37 Deck Slides	E Educate + Explain Teach a partner how to recognize a decision prompt and what to do next, proving understanding of the decide, then declare the why habit. TLP p. 38 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 31)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 31)	Reread passage for discussion and independent application. Passage text (TLP p. 31)	Reread for evidence: identify key details and connections. Passage text (TLP p. 31)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 31)
Writing* (Student Workbook)	Gather + Reveal: I learn that a decision prompt is a WHY prompt Workbook p. 31	Attempt: DECLARE THE WHY DASH Workbook p. 35	Discuss + Use: I explain and apply my thinking Workbook p. 43	Award + Target: I notice evidence of my growth Workbook p. 47	Explain/Educate: I teach someone else Workbook p. 48
Standards Block (20 min: 4 Triplets)	Writing Wk 25 Triplet 1 Editing Wk 25 Triplet 1 Writing Slides Editing Slides	Writing Wk 25 Triplet 2 Editing Wk 25 Triplet 2 Writing Slides Editing Slides	Writing Wk 25 Triplet 3 Evidence Wk 25 Triplet 1 Writing Slides Evidence Slides	Writing Wk 25 Triplet 4 Evidence Wk 25 Triplet 2 Writing Slides Evidence Slides	Editing Wk 25 Triplet 3-4 Evidence Wk 25 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 33	Practice accuracy check: guided partner activity. TLP p. 34	Day 3 independent application with accuracy check. Cluster 6 Assessment	Identified strength, next step, and reflection recorded. TLP p. 37	Day 5 Exit Ticket + Module Writing Assignment. Cluster 6 Assessment WB p. 48
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 7) Homework C6 M1		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 8	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 8 Homework C6 M1	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 6, Module 2: Week 26

The Writing Academy, LLC
Randi Whitney

4th Grade Weekly Pacing Guide | Magnify One Claim into Three Strong Reasons | ECR: Argumentative

Essential Question: How does magnifying our thinking help us turn one claim into three strong, distinct, supportable reasons?

Passages: "A Day That Changed" and "Understanding the Texas Regions" (Medium Stamina)

TEKS: 4.11B(i), 4.11B(ii), 4.11B(iii), 4.11B(iv), 4.12C, 4.12C(i), 4.12C(ii), 4.12D(i); Editing: 4.11D (i), (vii), (ix), (xxxv); Spiral: 4.7A-G

ELPS: 4(D)(iii), 4(F), 4(C)(i), 4(D), 4(E) | **Framework:** CREATURES, RRR

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Listen for three different reasons that support the same claim and decide an order that makes the argument easy to follow. TLP p. 86 Deck Slide 1	A Attempt Rotate through four stations in the Magnify the Why Lab. Each station represents one layer and each entry goes into the Interactive Notebook. TLP p. 87 Deck Slides	D U Discuss + Use Discuss why it is helpful to brainstorm more reasons than needed, what grouping reveals, how a writer chooses the strongest idea, why reasons must be different, and what makes a reason weak. TLP p. 88 Deck Slides	A T Award + Target Circle the strongest reason and finish the sentence "This reason is strong because ____." Place a star beside the strongest support. TLP p. 88 Deck Slides	E Educate + Explain Turn to a partner and teach the four layers in order: brainstorm, group, narrow, final three. Explain why each layer matters. TLP p. 89 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 83)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 83)	Reread passage for discussion and independent application. Passage text (TLP p. 83)	Reread for evidence: identify key details and connections. Passage text (TLP p. 83)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 83)
Writing* (Student Workbook)	Gather + Reveal: I learn the four layers of the magnifying process Workbook p. 89	Attempt: MAGNIFY THE WHY LAB CARDS Workbook p. 93	Discuss + Use Again: I talk about which groups and reasons were strongest Workbook p. 100	Award + Target: I name the reason I am most proud of and set a goal Workbook p. 104	Explain to Others: I teach a partner how the magnifying process works Workbook p. 105
Standards Block (20 min: 4 Triplets)	Writing Wk 26 Triplet 1 Editing Wk 26 Triplet 1 Writing Slides Editing Slides	Writing Wk 26 Triplet 2 Editing Wk 26 Triplet 2 Writing Slides Editing Slides	Writing Wk 26 Triplet 3 Evidence Wk 26 Triplet 1 Writing Slides Evidence Slides	Writing Wk 26 Triplet 4 Evidence Wk 26 Triplet 2 Writing Slides Evidence Slides	Editing Wk 26 Triplet 3-4 Evidence Wk 26 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 86	Practice accuracy check: guided partner activity. TLP p. 87	Day 3 independent application with accuracy check. Cluster 6 Assessment	Identified strength, next step, and reflection recorded. TLP p. 88	Day 5 Exit Ticket + Module Writing Assignment. Cluster 6 Assessment WB p. 105
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 63) Homework C6 M2		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 64	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 64 Homework C6 M2	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 6, Module 3: Week 27

4th Grade Weekly Pacing Guide | Finishing the Argumentative Paper with CREATURES | ECR: Argumentative

The Writing Academy, LLC
Randi Whitney

Essential Question: How do the parts of CREATURES work together to make an argumentative response clear, supported, logical, and meaningful?

Passages: "A Day That Changed" and "Understanding the Texas Regions" (High Stamina) **TEKS:** 4.11B(i), 4.11B(ii), 4.11B(iii), 4.11B(iv), 4.12C, 4.12C(i), 4.12C(ii), 4.12D(i); Editing: 4.11D (xxx); Spiral: 4.7A-G

ELPS: 1(E), 1(C), 2(E), 2(F), 3(E), 4(D), 4(E) | **Framework:** CREATURES, TREES

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Gather claim-worthy ideas from both informational passages and reveal how the nine CREATURES jobs connect into one argumentative paper. TLP p. 140 Deck Slide 1	A Attempt Grow one claim into three strong reasons and match evidence and Thinking to each reason. TLP p. 141 Deck Slides	D U Discuss + Use Discuss why evidence and Thinking must fit, then independently build a compact CREATURES argument with a reasonable counterargument and respectful rebuttal. TLP p. 141 Deck Slides	A T Award + Target Recognize accurate connections, revise for coherence, and strengthen Ending and Significance. TLP p. 142 Deck Slides	E Educate + Explain Teach the complete framework to a partner, finish the argumentative paper, and deliver the argument as Argumentative Correspondence. TLP p. 143 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 135)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 135)	Reread passage for discussion and independent application. Passage text (TLP p. 135)	Reread for evidence: identify key details and connections. Passage text (TLP p. 135)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 135)
Writing* (Student Workbook)	Gather + Reveal: Tuesday Workbook p. 120	Attempt: CREATURES BUILD-A-PAPER CHALLENGE CARDS Workbook p. 147	Discuss + Use Again: I talk about what made a card combination strong or weak Workbook p. 154	Award + Target: I name the paper piece I am most proud of and set a goal Workbook p. 157	Explain to Others: I teach a partner the CREATURES framework in order Workbook p. 159
Standards Block (20 min: 4 Triplets)	Writing Wk 27 Triplet 1 Editing Wk 27 Triplet 1 Writing Slides Editing Slides	Writing Wk 27 Triplet 2 Editing Wk 27 Triplet 2 Writing Slides Editing Slides	Writing Wk 27 Triplet 3 Evidence Wk 27 Triplet 1 Writing Slides Evidence Slides	Writing Wk 27 Triplet 4 Evidence Wk 27 Triplet 2 Writing Slides Evidence Slides	Editing Wk 27 Triplet 3-4 Evidence Wk 27 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 140	Practice accuracy check: guided partner activity. TLP p. 141	Day 3 independent application with accuracy check. Cluster 6 Assessment	Identified strength, next step, and reflection recorded. TLP p. 142	Day 5 Exit Ticket + Module Writing Assignment. Cluster 6 Assessment WB p. 159
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 111) Homework C6 M3		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 112	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 112 Homework C6 M3	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 6, Module 4: Week 28

4th Grade Weekly Pacing Guide | Beginning and Ending an Argumentative Letter | ECR: Argumentative

The Writing Academy, LLC
Randi Whitney

Essential Question: How does writing for a real audience change the way we begin, support, and end an argumentative letter?

Passages: "A Day That Changed" and "Understanding the Texas Regions" (Very High Stamina) **TEKS:** 4.11A(i), 4.11B(i), 4.11B(iii), 4.11B(iv), 4.11C(i), 4.11C(ii), 4.11E(i), 4.12C, 4.12C(i), 4.12C(ii); Editing: 4.11D (i), (vii), (ix), (xxxv); Spiral: 4.7A-G **ELPS:** 4(D)(iii), 4(F)(i), 4(C)(i), 4(D)(i), 4(E)(i) | **Framework:** RRR, TREES

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Introduce letter format: Greeting, SET introduction, TREES body, RRR conclusion, and Closing. Model envelope mystery with letter parts. TLP p. 199 Deck Slide 1	A Attempt Partner work: match letter parts to their jobs, draft a Greeting and SET introduction for the argumentative letter. TLP p. 200 Deck Slides	D U Discuss + Use Discuss how audience changes tone and word choice, then independently draft the body and RRR conclusion of the argumentative letter. TLP p. 200 Deck Slides	A T Award + Target Recognize strong letter openings and closings, revise one paragraph for audience awareness. TLP p. 201 Deck Slides	E Educate + Explain Deliver the argumentative letter to a partner audience, explain how writing for a real reader changed the approach. TLP p. 201 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 192)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 192)	Reread passage for discussion and independent application. Passage text (TLP p. 192)	Reread for evidence: identify key details and connections. Passage text (TLP p. 192)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 192)
Writing* (Student Workbook)	Gather: Finish the thought for a real reader Workbook p. 206	Attempt: BUILD THE LETTER Workbook p. 211	Discuss: Talk About It Workbook p. 218	Award: Award Yourself and Set a Target Workbook p. 222	Explain: Turn and Teach Workbook p. 223
Standards Block (20 min: 4 Triplets)	Writing Wk 28 Triplet 1 Editing Wk 28 Triplet 1 Writing Slides Editing Slides	Writing Wk 28 Triplet 2 Editing Wk 28 Triplet 2 Writing Slides Editing Slides	Writing Wk 28 Triplet 3 Evidence Wk 28 Triplet 1 Writing Slides Evidence Slides	Writing Wk 28 Triplet 4 Evidence Wk 28 Triplet 2 Writing Slides Evidence Slides	Editing Wk 28 Triplet 3-4 Evidence Wk 28 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 199	Practice accuracy check: guided partner activity. TLP p. 200	Day 3 independent application with accuracy check. Cluster 6 Assessment	Identified strength, next step, and reflection recorded. TLP p. 201	Day 5 Exit Ticket + Module Writing Assignment. Cluster 6 Assessment WB p. 223
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 169) Homework C6 M4		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 170	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 170 Homework C6 M4	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 7, Module 1: Week 29

4th Grade Weekly Pacing Guide | Paths Connect People | Narrative and Poetry

The Writing Academy, LLC

Randi Whitney

Essential Question: *What can travel from one person or place to another besides an object?*

Passages: "The Roads Between Us" and "What We Carry Forward" (Low Stamina)

TEKS: 4.11A(i), 4.11B(iv), 4.11C(i), 4.11C(ii), 4.12A(i), 4.12A(ii); Editing: 4.11D (i), (vii), (viii), (xxxv); Spiral: 4.7A-G

ELPS: 1(E)(i), 2(E)(i), 4(C)(i), 4(D)(i), 4(F)(i) | **Framework:** TRAILS, LEAVES

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Gather the idea that more than objects can travel, reveal both poems, and begin TRAILS T and S and LEAVES L and E. TLP p. 32 Deck Slide 1	A Attempt Sort cards into goods, ideas, culture, knowledge, or both, then build a connection chain. TLP p. 33 Deck Slides	D U Discuss + Use Discuss the sort, then independently complete source understanding, a TRAILS mini-narrative, and a LEAVES mini-poem. TLP p. 34 Deck Slides	A T Award + Target Identify what students can now do with evidence and set a target for growth. TLP p. 35 Deck Slides	E Educate + Explain Teach a partner about connection and legacy and explain how a poem communicates differently from a narrative. TLP p. 35 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 29)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 29)	Reread passage for discussion and independent application. Passage text (TLP p. 29)	Reread for evidence: identify key details and connections. Passage text (TLP p. 29)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 29)
Writing* (Student Workbook)	Gather + Reveal: I gather the idea that more than objects can travel Workbook p. 29	Attempt: WHAT TRAVELS? Workbook p. 31	Discuss + Use: I explain my thinking, then write the same idea in two forms Workbook p. 38	Award + Target: I notice evidence of my growth Workbook p. 40	Explain/Educate: I teach a partner about connection and legacy Workbook p. 41
Standards Block (20 min: 4 Triplets)	Writing Wk 29 Triplet 1 Editing Wk 29 Triplet 1 Writing Slides Editing Slides	Writing Wk 29 Triplet 2 Editing Wk 29 Triplet 2 Writing Slides Editing Slides	Writing Wk 29 Triplet 3 Evidence Wk 29 Triplet 1 Writing Slides Evidence Slides	Writing Wk 29 Triplet 4 Evidence Wk 29 Triplet 2 Writing Slides Evidence Slides	Editing Wk 29 Triplet 3-4 Evidence Wk 29 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 32	Practice accuracy check: guided partner activity. TLP p. 33	Day 3 independent application with accuracy check. Cluster 7 Assessment	Identified strength, next step, and reflection recorded. TLP p. 35	Day 5 Exit Ticket + Module Writing Assignment. Cluster 7 Assessment WB p. 41
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 7) Homework C7 M1		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 8	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 8 Homework C7 M1	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 7, Module 2: Week 30

4th Grade Weekly Pacing Guide | People Carry More Than Things | Narrative and Poetry

The Writing Academy, LLC

Randi Whitney

Essential Question: How do people help ideas, knowledge, and traditions travel?

Passages: "The Roads Between Us" and "What We Carry Forward" (Medium Stamina)

TEKS: 4.11A(i), 4.11B(iv), 4.11C(i), 4.11C(ii), 4.12A(i), 4.12A(ii);
Editing: 4.11D (i), (vii), (viii), (xxxv); Spiral: 4.7A-G

ELPS: 1(E)(i), 2(E)(i), 4(D)(iii), 4(F)(i), 1(C), 2(F) | **Framework:** LEAVES, TRAILS

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Gather evidence about what travels in both poems, then reveal that people make routes meaningful through relationships, actions, thoughts, dialogue, emotion, and voice. TLP p. 82 Deck Slide 1	A Attempt Build supported route-and-legacy chains and rehearse how a person carries goods, stories, knowledge, or traditions. TLP p. 83 Deck Slides	D U Discuss + Use Discuss how people make connections possible, then independently write a perspective narrative and two voice stanzas from a poem-supported context. TLP p. 84 Deck Slides	A T Award + Target Recognize clear relationships and specific voices, then revise one narrative sentence and one stanza so the narrator's perspective is more visible. TLP p. 85 Deck Slides	E Educate + Explain Teach a partner why a narrator matters, explain how voice changes understanding, and transfer one poem-supported experience into a final voice poem. TLP p. 86 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 79)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 79)	Reread passage for discussion and independent application. Passage text (TLP p. 79)	Reread for evidence: identify key details and connections. Passage text (TLP p. 79)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 79)
Writing* (Student Workbook)	Gather + Reveal: I gather the idea that people make connections possible Workbook p. 84	Attempt: ROUTE AND LEGACY MATCH-UP Workbook p. 87	Discuss + Use: I explain my thinking, then write a scene and a poem in the same voice Workbook p. 94	Award + Target: I notice evidence of my growth and choose my next target Workbook p. 96	Explain/Educate: I teach a partner through VOICE SWITCH Workbook p. 97
Standards Block (20 min: 4 Triplets)	Writing Wk 30 Triplet 1 Editing Wk 30 Triplet 1 Writing Slides Editing Slides	Writing Wk 30 Triplet 2 Editing Wk 30 Triplet 2 Writing Slides Editing Slides	Writing Wk 30 Triplet 3 Evidence Wk 30 Triplet 1 Writing Slides Evidence Slides	Writing Wk 30 Triplet 4 Evidence Wk 30 Triplet 2 Writing Slides Evidence Slides	Editing Wk 30 Triplet 3-4 Evidence Wk 30 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 82	Practice accuracy check: guided partner activity. TLP p. 83	Day 3 independent application with accuracy check. Cluster 7 Assessment	Identified strength, next step, and reflection recorded. TLP p. 85	Day 5 Exit Ticket + Module Writing Assignment. Cluster 7 Assessment WB p. 97
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 57) Homework C7 M2		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 58	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 58 Homework C7 M2	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 7, Module 3: Week 31

4th Grade Weekly Pacing Guide | Connections Create Change | Narrative and Poetry

The Writing Academy, LLC

Randi Whitney

Essential Question: How can one connection, idea, or experience create effects that last beyond the moment?

Passages: "The Roads Between Us" and "What We Carry Forward" (High Stamina)

TEKS: 4.11A(i), 4.11B(iv), 4.11C(i), 4.11C(ii), 4.12A(i), 4.12A(ii);
Editing: 4.11D (i), (vii), (viii), (xxxv); Spiral: 4.7A-G

ELPS: 1(E)(i), 2(E)(i), 4(C)(i), 4(D)(i), 4(F)(i) | **Framework:** TRAILS, LEAVES

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Gather evidence of connections that create lasting effects, reveal how one moment or choice ripples outward in both poems. TLP p. 132 Deck Slide 1	A Attempt Trace cause and effect chains in both poems, showing how one connection leads to a larger change. TLP p. 133 Deck Slides	D U Discuss + Use Discuss the evidence and viewpoints, then independently write a developed TRAILS narrative and a companion LEAVES poem about lasting effects. TLP p. 133 Deck Slides	A T Award + Target Recognize strong connections between narrative and poem, revise for deeper cause-and-effect thinking. TLP p. 134 Deck Slides	E Educate + Explain Teach how connections create change, explain the evidence from both poems, and deliver the finished narrative and poem. TLP p. 135 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 128)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 128)	Reread passage for discussion and independent application. Passage text (TLP p. 128)	Reread for evidence: identify key details and connections. Passage text (TLP p. 128)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 128)
Writing* (Student Workbook)	Gather + Reveal: Tuesday Workbook p. 114	Attempt: CAUSE-CONNECTION-CONSEQUENCE RELAY Workbook p. 149	Discuss + Use: I discuss consequence and perspective, then write Workbook p. 156	Award + Target: I use Craft Detective to notice my growth Workbook p. 158	Explain/Educate: I become a Craft Specialist and teach a partner Workbook p. 160
Standards Block (20 min: 4 Triplets)	Writing Wk 31 Triplet 1 Editing Wk 31 Triplet 1 Writing Slides Editing Slides	Writing Wk 31 Triplet 2 Editing Wk 31 Triplet 2 Writing Slides Editing Slides	Writing Wk 31 Triplet 3 Evidence Wk 31 Triplet 1 Writing Slides Evidence Slides	Writing Wk 31 Triplet 4 Evidence Wk 31 Triplet 2 Writing Slides Evidence Slides	Editing Wk 31 Triplet 3-4 Evidence Wk 31 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 132	Practice accuracy check: guided partner activity. TLP p. 133	Day 3 independent application with accuracy check. Cluster 7 Assessment	Identified strength, next step, and reflection recorded. TLP p. 134	Day 5 Exit Ticket + Module Writing Assignment. Cluster 7 Assessment WB p. 160
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 109) Homework C7 M3		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 110	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 110 Homework C7 M3	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 7, Module 4: Week 32

4th Grade Weekly Pacing Guide | What Will We Carry Forward? | Narrative and Poetry

The Writing Academy, LLC
Randi Whitney

Essential Question: How can understanding the past help us make thoughtful choices about the future?

Passages: "The Roads Between Us" and "What We Carry Forward" (Very High Stamina)

TEKS: 4.11A(i), 4.11C(i), 4.11C(ii), 4.12A(i), 4.12A(ii); Spiral: 4.7A-G

ELPS: 1(E), 1(C), 2(E), 2(F), 3(E), 4(D), 4(E) | **Framework:** TRAILS, LEAVES

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (15 min/day)	G R Gather + Reveal Gather knowledge about routes and legacies, reveal the full TRAILS and LEAVES frameworks, and model evidence-based interpretation. TLP p. 179 Deck Slide 1	A Attempt Decide what the poems ask readers to preserve, question, improve or repair, and carry forward through FUTURE CURATORS. TLP p. 180 Deck Slides	D U Discuss + Use Discuss the evidence and viewpoints in both poems, then write ONE IDEA, TWO FORMS: a developed perspective narrative and a companion voice poem. TLP p. 181 Deck Slides	A T Award + Target Use the full TRAILS and LEAVES internalization check, award three strong decisions, and target one TRAILS element and one LEAVES element for revision. TLP p. 182 Deck Slides	E Educate + Explain Teach the choices behind the narrative, poem, and Social Studies connection through MUSEUM OF MEANING. TLP p. 183 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 173)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 173)	Reread passage for discussion and independent application. Passage text (TLP p. 173)	Reread for evidence: identify key details and connections. Passage text (TLP p. 173)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 173)
Writing* (Student Workbook)	Gather + Reveal: I build knowledge about routes, knowledge, and legacy from two poems Workbook p. 206	Attempt: FUTURE CURATORS Workbook p. 209	Discuss + Use Again: I discuss the cards, then write my own narrative and companion poem Workbook p. 214	Award + Target: I star three strong decisions and choose one TRAILS and one LEAVES target Workbook p. 217	Explain + Educate: I teach my choices at the Museum of Meaning Workbook p. 218
Standards Block (20 min: 4 Triplets)	Writing Wk 32 Triplet 1 Editing Wk 32 Triplet 1 Writing Slides Editing Slides	Writing Wk 32 Triplet 2 Editing Wk 32 Triplet 2 Writing Slides Editing Slides	Writing Wk 32 Triplet 3 Evidence Wk 32 Triplet 1 Writing Slides Evidence Slides	Writing Wk 32 Triplet 4 Evidence Wk 32 Triplet 2 Writing Slides Evidence Slides	Editing Wk 32 Triplet 3-4 Evidence Wk 32 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 179	Practice accuracy check: guided partner activity. TLP p. 180	Day 3 independent application with accuracy check. Cluster 7 Assessment	Identified strength, next step, and reflection recorded. TLP p. 182	Day 5 Exit Ticket + Module Writing Assignment. Cluster 7 Assessment WB p. 218
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 151) Homework C7 M4		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 152	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 152 Homework C7 M4	

* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

Cluster 8, Module 1: Week 33

4th Grade Weekly Pacing Guide | PLACE: Where Does Change Begin? | Research

The Writing Academy, LLC

Randi Whitney

Essential Question: How can a place create both opportunities and challenges for a society?

Passages: "What Shapes a Society? Place, Resources, and Connection" (Low Stamina)

TEKS: 4.11B(i), 4.11B(iv), 4.13A; Spiral: 4.7A-G

ELPS: 1(E), 1(C), 2(E), 2(F), 3(E), 4(D), 4(E) | **Framework:** PLACE

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (20 min/day)	G R Gather + Reveal Reveal PLACE as the first research lens, contrast a report with a research paper, and model a thesis (central idea) with three reasons. TLP p. 34 Deck Slide 1	A Attempt Gather relevant source facts, combine details into a conclusion, and distinguish quotation, paraphrase, and copying too closely. TLP p. 35 Deck Slides	D U Discuss + Use Select the PLACE reason and draft Body Paragraph 1 with R-E1-E2. TLP p. 36 Deck Slides	A T Award + Target Award accurate research moves and set a target for explanation, source credit, or paraphrase. TLP p. 37 Deck Slides	E Educate + Explain Teach the research move to a partner, answer the exit ticket, and close the week. TLP p. 37 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 30)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 30)	Reread passage for discussion and independent application. Passage text (TLP p. 30)	Reread for evidence: identify key details and connections. Passage text (TLP p. 30)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 30)
Writing* (Student Workbook)	Gather + Reveal: 4.13A : Workbook p. 36	Attempt: Place, Possibility, Problem Workbook p. 41	Discuss + Use: 4.13C : Workbook p. 51	Award + Target: 4.13C : Workbook p. 55	Explain + Educate: 4.13A : Workbook p. 56
Standards Block (20 min: 4 Triplets)	Writing Wk 33 Triplet 1 Editing Wk 33 Triplet 1 Writing Slides Editing Slides	Writing Wk 33 Triplet 2 Editing Wk 33 Triplet 2 Writing Slides Editing Slides	Writing Wk 33 Triplet 3 Evidence Wk 33 Triplet 1 Writing Slides Evidence Slides	Writing Wk 33 Triplet 4 Evidence Wk 33 Triplet 2 Writing Slides Evidence Slides	Editing Wk 33 Triplet 3-4 Evidence Wk 33 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 34	Practice accuracy check: guided partner activity. TLP p. 35	Day 3 independent application with accuracy check. Cluster 8 Assessment	Identified strength, next step, and reflection recorded. TLP p. 37	Day 5 Exit Ticket + Module Writing Assignment. Cluster 8 Assessment WB p. 56
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 7) Homework C8 M1		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 8	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 8 Homework C8 M1	

* Reading Passage and Student Workbook work happen within the 20 minutes of the GRADUATE Lesson.

Cluster 8, Module 2: Week 34

The Writing Academy, LLC
Randi Whitney

4th Grade Weekly Pacing Guide | IDEAS AND CHOICES: How Do People Turn Possibility Into Change? | Research

Essential Question: How can an idea or decision change a society?

Passages: "What Shapes a Society? Ideas, Choices, and Culture" (Medium Stamina)

TEKS: 4.11B, 4.11C, 4.13A, 4.13B, 4.13C, 4.13D, 4.13E, 4.13F, 4.13G, 4.13H; Editing: 4.11D; Spiral: 4.7A-G

ELPS: 4(D)(iii), 4(F)(i), 4(C)(i), 2(B)(i), 1(C)(i) | **Framework:** PLACE

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (20 min/day)	G R Gather + Reveal Frame the Central Question through the IDEAS AND CHOICES lens, reveal how decisions and possibilities shape a society. TLP p. 85 Deck Slide 1	A Attempt Name credited evidence, explain immediate change and longer legacy, and practice source credit. TLP p. 85 Deck Slides	D U Discuss + Use Discuss how ideas and choices create change, then independently draft Body Paragraph 2 with R-E1-E2. TLP p. 86 Deck Slides	A T Award + Target Award accurate evidence selection and source credit, set a revision target for explanation or corroboration. TLP p. 86 Deck Slides	E Educate + Explain Teach one example, name credited evidence, and explain how ideas and choices shape a society. TLP p. 86 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 81)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 81)	Reread passage for discussion and independent application. Passage text (TLP p. 81)	Reread for evidence: identify key details and connections. Passage text (TLP p. 81)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 81)
Writing* (Student Workbook)	Gather + Reveal: I move from the physical world into the invisible world of ideas and choices Workbook p. 99	Attempt: CHANGE CHAIN CHALLENGE Workbook p. 103	Discuss + Use Again: I plan my R-E1-E2 sequence before I draft Workbook p. 110	Award + Target: I star my strongest proof and find where I forgot why it mattered Workbook p. 112	Explain + Educate: I teach a complete change chain to a partner Workbook p. 113
Standards Block (20 min: 4 Triplets)	Writing Wk 34 Triplet 1 Editing Wk 34 Triplet 1 Writing Slides Editing Slides	Writing Wk 34 Triplet 2 Editing Wk 34 Triplet 2 Writing Slides Editing Slides	Writing Wk 34 Triplet 3 Evidence Wk 34 Triplet 1 Writing Slides Evidence Slides	Writing Wk 34 Triplet 4 Evidence Wk 34 Triplet 2 Writing Slides Evidence Slides	Editing Wk 34 Triplet 3-4 Evidence Wk 34 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 85	Practice accuracy check: guided partner activity. TLP p. 85	Day 3 independent application with accuracy check. Cluster 8 Assessment	Identified strength, next step, and reflection recorded. TLP p. 86	Day 5 Exit Ticket + Module Writing Assignment. Cluster 8 Assessment WB p. 113
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 63) Homework C8 M2		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 64	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 64 Homework C8 M2	

* Reading Passage and Student Workbook work happen within the 20 minutes of the GRADUATE Lesson.

Cluster 8, Module 3: Week 35

4th Grade Weekly Pacing Guide | LEGACY AND EVIDENCE: What Lasts, and How Do We Know? | Research

The Writing Academy, LLC

Randi Whitney

Essential Question: How can researchers decide what a society left behind?

Passages: "Five Forces That Shape a Society" (High Stamina)

TEKS: 4.11B, 4.11C, 4.13A, 4.13B, 4.13C, 4.13D, 4.13E, 4.13F, 4.13G, 4.13H; Editing: 4.11D; Spiral: 4.7A-G

ELPS: 1(E), 1(C), 2(E), 2(F), 3(E), 4(D), 4(E) | **Framework:** PLACE

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (20 min/day)	G R Gather + Reveal Gather ideas about what societies leave behind, reveal the LEGACY AND EVIDENCE lens, and model a thesis (central idea) that answers WHY. TLP p. 137 Deck Slide 1	A Attempt Use SOURCE DETECTIVE to select the strongest source for a claim, explain its power and limit, and name corroboration. TLP p. 138 Deck Slides	D U Discuss + Use Explain why a source is not strong merely because it contains a thesis (central idea) word, then independently draft Body Paragraph 3. TLP p. 139 Deck Slides	A T Award + Target Recognize the strongest source match, corroboration, limitation statement, and legacy explanation, then revise one target independently. TLP p. 141 Deck Slides	E Educate + Explain Teach the research habit to a partner, complete the exit ticket, and close the week. TLP p. 141 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 133)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 133)	Reread passage for discussion and independent application. Passage text (TLP p. 133)	Reread for evidence: identify key details and connections. Passage text (TLP p. 133)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 133)
Writing* (Student Workbook)	Gather + Reveal: Tuesday Workbook p. 130	Attempt: SOURCE DETECTIVE: What Can It Prove? Workbook p. 161	Discuss + Use: Discussion and independent Body Paragraph 3 Workbook p. 170	Award + Target: Naming my strongest research moves and my target Workbook p. 172	Explain + Educate: Mini Museum Workbook p. 174
Standards Block (20 min: 4 Triplets)	Writing Wk 35 Triplet 1 Editing Wk 35 Triplet 1 Writing Slides Editing Slides	Writing Wk 35 Triplet 2 Editing Wk 35 Triplet 2 Writing Slides Editing Slides	Writing Wk 35 Triplet 3 Evidence Wk 35 Triplet 1 Writing Slides Evidence Slides	Writing Wk 35 Triplet 4 Evidence Wk 35 Triplet 2 Writing Slides Evidence Slides	Editing Wk 35 Triplet 3-4 Evidence Wk 35 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 137	Practice accuracy check: guided partner activity. TLP p. 138	Day 3 independent application with accuracy check. Cluster 8 Assessment	Identified strength, next step, and reflection recorded. TLP p. 141	Day 5 Exit Ticket + Module Writing Assignment. Cluster 8 Assessment WB p. 174
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 111) Homework C8 M3		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 112	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 112 Homework C8 M3	

* Reading Passage and Student Workbook work happen within the 20 minutes of the GRADUATE Lesson.

Cluster 8, Module 4: Week 36

4th Grade Weekly Pacing Guide | SYNTHESIS: What Shapes Our World? | Research

The Writing Academy, LLC

Randi Whitney

Essential Question: How can we turn a month of research into one clear, well-supported answer?

Passages: "The Evidence Room: What Did They Leave Behind?" **TEKS:** 4.11B, 4.13E(i), 4.13F, 4.13F(i), 4.13G(i), 4.13H(i); Spiral: 4.7A-G

ELPS: 4(C)(i), 4(D)(i), 4(E)(i), 4(F)(i), 1(C) | **Framework:** R1, PLACE

Strand	Monday	Tuesday	Wednesday	Thursday	Friday
GRADUATE Lesson (20 min/day)	G R Gather + Reveal Gather the month's research into one synthesis view, reveal how the four lenses converge to answer "What Shapes Our World?" TLP p. 194 Deck Slide 1	A Attempt Attempt the Human Research Paper: partners present each body paragraph in sequence, connecting PLACE, IDEAS AND CHOICES, and LEGACY. TLP p. 195 Deck Slides	D U Discuss + Use Discuss how the four research lenses connect, then independently revise the full five-paragraph research paper. TLP p. 195 Deck Slides	A T Award + Target Award three strong research decisions, revise for clarity, edit for correctness. TLP p. 196 Deck Slides	E Educate + Explain Publish the research paper, explain the evidence choices, and close the capstone. TLP p. 196 Deck Slides
Reading Passage*	Read aloud the passage. DOT unfamiliar words. NOTICE/WONDER. Passage text (TLP p. 190)	Return to passage for guided practice. Mark key evidence. Passage text (TLP p. 190)	Reread passage for discussion and independent application. Passage text (TLP p. 190)	Reread for evidence: identify key details and connections. Passage text (TLP p. 190)	Apply passage evidence to the writing assignment. Exit ticket. Passage text (TLP p. 190)
Writing* (Student Workbook)	Gather + Reveal: Three pieces of one paper Workbook p. 218	Attempt: The Human Research Paper Workbook p. 221	Discuss + Use: Discussion and independent synthesis Workbook p. 229	Award + Target: Researcher's Victory Lap Workbook p. 231	Explain + Educate: The What Shapes Our World? Research Museum Workbook p. 232
Standards Block (20 min: 4 Triplets)	Writing Wk 36 Triplet 1 Editing Wk 36 Triplet 1 Writing Slides Editing Slides	Writing Wk 36 Triplet 2 Editing Wk 36 Triplet 2 Writing Slides Editing Slides	Writing Wk 36 Triplet 3 Evidence Wk 36 Triplet 1 Writing Slides Evidence Slides	Writing Wk 36 Triplet 4 Evidence Wk 36 Triplet 2 Writing Slides Evidence Slides	Editing Wk 36 Triplet 3-4 Evidence Wk 36 Triplet 3-4 Editing Slides Evidence Slides
Writing Workout (optional)	Introduce thesis (central idea) building with the passage prompt. Check MATE	Practice thesis (central idea) with a second prompt. Check MATE	Select evidence from the passage to support a thesis (central idea). Evidence Detective	Main idea thinking levels with passage content. OnRAMP	DEEP FACTS explanation for the writing assignment. Explanation Station
Stations / Small Group (optional)	Set up station rotation for the week. Introduce four stations. Station Rotation Guide	Correct It station / Prove It station (rotation begins). Correct It Prove It	Shape It station / Create It station. Shape It Create It	Continue rotations. Teacher pulls small group for reteaching. Station Rotation Guide	Complete all stations. Finish drafts in stations if needed. Print All Four Stations
Assessment / Check the Learning (per district requirements)	Embedded Check: oral analysis during Gather + Reveal. TLP p. 194	Practice accuracy check: guided partner activity. TLP p. 195	Day 3 independent application with accuracy check. Cluster 8 Assessment	Identified strength, next step, and reflection recorded. TLP p. 196	Day 5 Exit Ticket + Module Writing Assignment. Cluster 8 Assessment WB p. 232
Home Connection	Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters. Family Letter (TLP p. 166) Homework C8 M4		Family Activity: practice the week's skill at home with a real-world connection. TLP p. 167	Family Activity: discuss the passage topics. Connect learning to family experience. TLP p. 167 Homework C8 M4	

* Reading Passage and Student Workbook work happen within the 20 minutes of the GRADUATE Lesson.