

Garriga and Derry Elementary  
 Course/Grade Level: English Language Arts (ELA)/4th  
 English Language Arts (ELA) Curriculum Map 2016-17  
 (This timeline is subject to change in order to meet the needs of students.)

Week	Dates	Spelling Student Expectation (SE)/Focus Spelling patterns/types	Language Student Expectation (SE)/Focus Skill	Writing Student Expectation (SE)/Focus Skill
<b>Sample Week</b>	<b>10/1 – 5</b>	<b>5.22A.iii/Spell words with silent and sounded consonants (e.g., haste, hasten; sign, signal; condemn, condemnation)</b>	<b>5.20A.iv /Use and understand adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot)</b>	<b>5.17A/Write a personal narrative that conveys thoughts and feelings about an experience</b>
1	8/22-8/26	<p><b>Short a and Long a (PB p. 5)</b></p> <p>(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:            (D) use spelling patterns and rules and print and electronic resources to determine and check correct spellings.</p>	<p><b>Verbs</b></p> <p>(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:            (A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:            (i) verbs (irregular verbs);</p>	<p><b>Journal Writing</b></p> <p>(17) Writing. Students write about their own experiences. Students are expected to write about important personal experiences.</p>
2	8/29-9/2	<p><b>Short i and long i (PB p. 29)</b></p> <p>(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:            (ii) irregular plurals (e.g., man/men, foot/feet, child/children);</p>	<p><b>Nouns/Apostrophes</b></p> <p>(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater</p>	<p><b>Journal Writing</b></p> <p>(17) Writing. Students write about their own experiences. Students are expected to write about important personal experiences.</p>

			<p>complexity. Students are expected to:</p> <p>(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <p>(ii) nouns (singular/plural, common/proper);</p>	
3	<p>Labor Day Holiday 9/5-9/9 4-day Week</p>	<p><b>Vowel + /r/ sounds (PB p.101)</b></p> <p>(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>(C) spell commonly used homophones (e.g., there, they're, their; two, too, to); and</p>	<p><b>Adjectives</b></p> <p>(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <p>(iii) adjectives (e.g., descriptive, including purpose: sleeping bag, frying pan) and their comparative and superlative forms (e.g., fast, faster, fastest);</p>	<p><b>Foundation/Process of Writing</b></p> <p>(15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals);</p> <p>(17) Writing. Students write about their own experiences. Students are expected to write about important personal experiences.</p>
4	9/12-9/16	<p><b>Homophones PB p. 53</b></p> <p>(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>(D) use spelling patterns and rules and print and electronic resources</p>	<p><b>Adverbs/Prepositions</b></p> <p>(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to</p>	<p><b>Writing an Expository Composition- Brainstorming</b></p> <p>(15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are</p>

		to determine and check correct spellings.	apply earlier standards with greater complexity. Students are expected to: (A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot); (v) prepositions and prepositional phrases to convey location, time, direction, or to provide details;	expected to: (A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals); (17) Writing. Students write about their own experiences. Students are expected to write about important personal experiences.
5	9/19-9/23	<b>Words ending with –ed or –ing (PB p. 137)</b>  (22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to: (B) spell base words and roots with affixes (e.g., -ion, -ment, -ly, dis-, pre-);	<b>Pronouns</b>  (20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to: (A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (vi) reflexive pronouns (e.g., myself, ourselves);	<b>Writing an Expository Composition</b>  (15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: (A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals);
6	9/26-9/30	<b>Suffixies: -ful,-less,-ness,-ment PB p. 221</b>  (22) Oral and Written Conventions/Spelling. Students spell correctly. Students are	<b>Conjunctions</b>  (20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of	<b>Writing an Expository Composition- Introductions funneling, thoughts, description, dialogue, actions, riddle, Ba..Da..Bing</b>

		<p>expected to:  (D) use spelling patterns and rules and print and electronic resources to determine and check correct spellings.</p>	<p>academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:  (A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:  (vii) correlative conjunctions (e.g., either/or, neither/nor); and  (viii) use time-order transition words and transitions that indicate a conclusion;</p>	<p>(15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:  (A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals);  (B) develop drafts by categorizing ideas and organizing them into paragraphs;  (17) Writing. Students write about their own experiences. Students are expected to write about important personal experiences.</p>
7	10/3-10/07	<p><b>Vowel + r sound PB p.113</b></p> <p>(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:  (A) spell words with more advanced orthographic patterns and rules:  (i) plural rules (e.g., words ending in f as in leaf, leaves; adding -es);  (ii) irregular plurals (e.g., man/men, foot/feet, child/children);  (iv) other ways to spell sh (e.g., -sion, -tion, -cian); and  (v) silent letters (e.g., knee, wring);  (B) spell base words and roots with</p>	<p><b>Transition Words</b></p> <p>(20) Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:  (A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:  (viii) use time-order transition words and transitions that indicate a conclusion;</p>	<p><b>Writing an Expository Composition- body - 3 reasons</b></p> <p>(15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:  (A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals);  (B) develop drafts by categorizing ideas and organizing them into</p>

		affixes (e.g., -ion, -ment, -ly, dis-, pre-); (C) spell commonly used homophones (e.g., there, they're, their; two, too, to); and		paragraphs; (17) Writing. Students write about their own experiences. Students are expected to write about important personal experiences.
8	4 day week holiday on Monday 10/10-10/14 Last day of 1 <sup>st</sup> Quarter on the 14th	<b>VCCCV pattern PB p.281</b>  (22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to: (A) spell words with more advanced orthographic patterns and rules: (i) plural rules (e.g., words ending in f as in leaf, leaves; adding -es);	<b>Subjects and Predicates</b>  (20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to: (B) use the complete subject and the complete predicate in a sentence; and	<b>Writing an Expository Composition- Conclusions- restate 3 reasons</b>  (15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: (A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals); (B) develop drafts by categorizing ideas and organizing them into paragraphs; (17) Writing. Students write about their own experiences. Students are expected to write about important personal experiences.
9	10/17-10/21	<b>Final long e PB p 161</b>  (22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to: (D) use spelling patterns and rules	<b>Complete Simple Sentences</b>  (20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking	<b>Writing an Expository Composition-</b>  (15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing)

		and print and electronic resources to determine and check correct spellings.	and writing. Students continue to apply earlier standards with greater complexity. Students are expected to: (C) use complete simple and compound sentences with correct subject-verb agreement.	to compose text. Students are expected to: (A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals); (B) develop drafts by categorizing ideas and organizing them into paragraphs; (C) revise drafts for coherence, organization, use of simple and compound sentences, and audience; (D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric; and (E) revise final draft in response to feedback from peers and teacher and publish written work for a specific audience. (17) Writing. Students write about their own experiences. Students are expected to write about important personal experiences.
10	10/24-10/28	<b>Short o and long o PB p. 41</b>  (22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to: (A) spell words with more advanced orthographic patterns and rules: (iii) double consonants in middle of words;	<b>Compound Sentences</b>  (20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:	<b>Writing an Expository Composition</b>  (15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: (A) plan a first draft by selecting a genre appropriate for conveying

		(v) silent letters (e.g., knee, wring);	(C) use complete simple and compound sentences with correct subject-verb agreement.	the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals); (B) develop drafts by categorizing ideas and organizing them into paragraphs; (C) revise drafts for coherence, organization, use of simple and compound sentences, and audience; (D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric; and (E) revise final draft in response to feedback from peers and teacher and publish written work for a specific audience. (17) Writing. Students write about their own experiences. Students are expected to write about important personal experiences.
11	10/31-11/4	<b>Vowel sounds /oo/ PB p.77</b>  (22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to: (B) spell base words and roots with affixes (e.g., -ion, -ment, -ly, dis-, pre-);	<b>Compound Sentences</b>  (20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to: (C) use complete simple and compound sentences with correct subject-verb agreement.	<b>Writing an Expository Composition-Brainstorming</b>  (15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: (A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers,

				<p>logs, journals);</p> <p>(18) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p> <p>(A) create brief compositions that:</p> <p>(i) establish a central idea in a topic sentence;</p> <p>(ii) include supporting sentences with simple facts, details, and explanations; and</p> <p>(C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.</p>
12	11/07-11/11	<b>Vowel Sounds /ou/ and /o/ PB p. 89</b>	<p><b>Capitalization</b></p> <p>(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p>(B) use capitalization for:</p> <p>(i) historical events and documents;</p> <p>(ii) titles of books, stories, and essays; and</p> <p>(iii) languages, races, and nationalities; and</p>	<p><b>Writing an Expository Composition- Outline</b></p> <p>(15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals);</p> <p>(B) develop drafts by categorizing ideas and organizing them into paragraphs;</p> <p>(18) Writing/Expository and</p>

				<p>Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p> <p>(A) create brief compositions that:</p> <p>(i) establish a central idea in a topic sentence;</p> <p>(ii) include supporting sentences with simple facts, details, and explanations; and</p> <p>(C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.</p>
13	11/14-11/18	<b>Compound words PB p. 125</b>	<p><b>Commas</b></p> <p>(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p>(C) recognize and use punctuation marks including:</p> <p>(i) commas in compound sentences; and</p>	<p><b>Writing a Letter</b></p> <p>(18) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p> <p>(B) write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing); and</p>
	11/21-11/25 <i>Thanksgiving Break</i>			
14	11/28-12/2	<p><b>Words with –ed or –ing PB 149</b></p> <p>(22) Oral and Written</p>	<p><b>Commas</b></p> <p>(21) Oral and Written</p>	<p><b>Writing an Expository Composition-</b></p>

		<p>Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>(D) use spelling patterns and rules and print and electronic resources to determine and check correct spellings.</p>	<p>Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p>(C) recognize and use punctuation marks including:</p> <p>(i) commas in compound sentences; and</p>	<p>(15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals);</p> <p>(B) develop drafts by categorizing ideas and organizing them into paragraphs;</p> <p>(18) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p> <p>(A) create brief compositions that:</p> <p>(i) establish a central idea in a topic sentence;</p> <p>(ii) include supporting sentences with simple facts, details, and explanations; and</p> <p>(C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.</p>
15	12/5-12/9	<p><b>Words with /k/, /ng/, /kw/</b></p> <p>(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are</p>	<p><b>Quotations</b></p> <p>(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation.</p>	<p><b>Writing a Letter</b></p> <p>(18) Writing/Expository and Procedural Texts. Students write expository and procedural or work-</p>

		<p>expected to:</p> <p>(A) spell words with more advanced orthographic patterns and rules:</p> <p>(iii) double consonants in middle of words;</p> <p>.</p>	<p>Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p>(C) recognize and use punctuation marks including:</p> <p>(ii) quotation marks.</p>	<p>related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p> <p>(B) write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing); and</p>
16	<p>12/12-12/20</p> <p><i>Last day of 2<sup>nd</sup> Quarter</i></p>	<p><b>Prefix re, un, dis PB 209</b></p> <p>(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>(D) use spelling patterns and rules and print and electronic resources to determine and check correct spellings.</p>	<p><b>Quotations</b></p> <p>(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p>(C) recognize and use punctuation marks including:</p> <p>(ii) quotation marks.</p>	<p><b>Writing an Expository Composition- Body Paragraphs with Added Splashes</b></p> <p>(15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals);</p> <p>(B) develop drafts by categorizing ideas and organizing them into paragraphs;</p> <p>(18) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p> <p>(A) create brief compositions that:</p>

				<p>(i) establish a central idea in a topic sentence;</p> <p>(ii) include supporting sentences with simple facts, details, and explanations; and</p> <p>(C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.</p>
	<p>12/21-1/06 <i>Christmas Break</i></p>			
17	1/9-1/13	<p><b>Vowel sounds /u/, /yoo/, /oo/ PB p. 65</b></p> <p>(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>(D) use spelling patterns and rules and print and electronic resources to determine and check correct spellings.</p>	<p><b>Revising and Editing Grammar Practice</b></p> <p>(15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience;</p> <p>(D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric; and</p> <p>(E) revise final draft in response to feedback from peers and teacher and publish written work for a specific audience.</p>	<p><b>Writing an Expository Composition- Body Paragraphs with Added Splashes</b></p> <p>(15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals);</p> <p>(B) develop drafts by categorizing ideas and organizing them into paragraphs;</p> <p>(18) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.</p>

				<p>Students are expected to:</p> <p>(A) create brief compositions that:</p> <p>(i) establish a central idea in a topic sentence;</p> <p>(ii) include supporting sentences with simple facts, details, and explanations; and</p> <p>(C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.</p>
18	1/16-1/20	<p><b>VCV pattern BP p.265</b></p> <p>(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>(D) use spelling patterns and rules and print and electronic resources to determine and check correct spellings</p>	<p><b>Revising and Editing Grammar Practice</b></p> <p>(15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience;</p> <p>(D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric; and</p> <p>(E) revise final draft in response to feedback from peers and teacher and publish written work for a specific audience.</p>	<p><b>Writing an Expository Composition- Conclusions</b></p> <p>(15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals);</p> <p>(B) develop drafts by categorizing ideas and organizing them into paragraphs;</p> <p>(18) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p>

				<p>(A) create brief compositions that:</p> <ul style="list-style-type: none"> <li>(i) establish a central idea in a topic sentence;</li> <li>(ii) include supporting sentences with simple facts, details, and explanations; and</li> <li>(iii) contain a concluding statement;</li> </ul> <p>(C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.</p>
19	1/23-1/27	<p><b>Final Schwa + /r/ PB p. 302</b></p> <p>(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <ul style="list-style-type: none"> <li>(A) spell words with more advanced orthographic patterns and rules:</li> <li>(iii) double consonants in middle of words;</li> </ul>	<p><b>Revising and Editing Grammar Practice</b></p> <p>(15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <ul style="list-style-type: none"> <li>(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience;</li> <li>(D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric; and</li> <li>(E) revise final draft in response to feedback from peers and teacher and publish written work for a specific audience.</li> </ul>	<p><b>Writing an Expository Composition- Independent Writing</b></p> <p>(15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <ul style="list-style-type: none"> <li>(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals);</li> <li>(B) develop drafts by categorizing ideas and organizing them into paragraphs;</li> <li>(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience;</li> <li>(D) edit drafts for grammar, mechanics, and spelling using a</li> </ul>

				<p>teacher-developed rubric; and (E) revise final draft in response to feedback from peers and teacher and publish written work for a specific audience.</p> <p>(18) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p> <p>(A) create brief compositions that:</p> <ul style="list-style-type: none"> <li>(i) establish a central idea in a topic sentence;</li> <li>(ii) include supporting sentences with simple facts, details, and explanations; and</li> <li>(iii) contain a concluding statement;</li> </ul> <p>(C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.</p>
20	1/30-2/3	<p><b>Common Misspelled Homophones (T-created)</b></p> <p>(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>(C) spell commonly used homophones (e.g., there, they're, their; two, too, to);</p>	<p><b>Revising and Editing Grammar Practice</b></p> <p>(15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience;</p> <p>(D) edit drafts for grammar,</p>	<p><b>Expository Review</b></p> <p>(15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers,</p>

			<p>mechanics, and spelling using a teacher-developed rubric; and (E) revise final draft in response to feedback from peers and teacher and publish written work for a specific audience.</p>	<p>logs, journals); (B) develop drafts by categorizing ideas and organizing them into paragraphs (C) revise drafts for coherence, organization, use of simple and compound sentences, and audience; (D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric; and (E) revise final draft in response to feedback from peers and teacher and publish written work for a specific audience.</p> <p>(17) Writing. Students write about their own experiences. Students are expected to write about important personal experiences.</p> <p>(18) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p> <p>(A) create brief compositions that:</p> <ul style="list-style-type: none"><li>(i) establish a central idea in a topic sentence;</li><li>(ii) include supporting sentences with simple facts, details, and explanations; and</li><li>(iii) contain a concluding statement;</li></ul> <p>(C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.</p>
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<p>21</p>	<p>2/6-2/10</p>	<p><b>Long e and Short e ( PB p. 17)</b></p> <p>(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>(A) spell words with more advanced orthographic patterns and rules:</p> <p>(iii) double consonants in middle of words;</p> <p>(v) silent letters (e.g., knee, wring);</p>	<p><b>Revising and Editing Grammar Practice</b></p> <p>(15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience;</p> <p>(D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric; and</p> <p>(E) revise final draft in response to feedback from peers and teacher and publish written work for a specific audience.</p>	<p><b>Expository Review</b></p> <p>(15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals);</p> <p>(B) develop drafts by categorizing ideas and organizing them into paragraphs</p> <p>(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience;</p> <p>(D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric; and</p> <p>(E) revise final draft in response to feedback from peers and teacher and publish written work for a specific audience.</p> <p>(17) Writing. Students write about their own experiences. Students are expected to write about important personal experiences.</p> <p>(18) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.</p>
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				<p>Students are expected to:</p> <p>(A) create brief compositions that:</p> <ul style="list-style-type: none"> <li>(i) establish a central idea in a topic sentence;</li> <li>(ii) include supporting sentences with simple facts, details, and explanations; and</li> <li>(iii) contain a concluding statement;</li> </ul> <p>(C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.</p>
22	<p>2/13-2/17</p> <p>Simulated Assessment on the 15th</p>	N/A due to simulated assessment	<p><b>Revising and Editing Grammar Practice</b></p> <p>(15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <ul style="list-style-type: none"> <li>(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience;</li> <li>(D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric; and</li> <li>(E) revise final draft in response to feedback from peers and teacher and publish written work for a specific audience.</li> </ul>	<p><b>Cursive Writing</b></p> <p>(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <ul style="list-style-type: none"> <li>(A) write legibly by selecting cursive script or manuscript printing as appropriate;</li> </ul>

23	2/20-2/24	<p><b>VCCV and VCV patterns – PB p. 257</b></p> <p>(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to: (D) use spelling patterns and rules and print and electronic resources to determine and check correct spellings.</p>	<p><b>Revising and Editing Grammar Practice</b></p> <p>(15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: (C) revise drafts for coherence, organization, use of simple and compound sentences, and audience; (D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric; and (E) revise final draft in response to feedback from peers and teacher and publish written work for a specific audience.</p>	<p><b>Cursive Writing</b></p> <p>(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to: (A) write legibly by selecting cursive script or manuscript printing as appropriate;</p>
24	<p>2/27-3/03</p> <p>Simulate assessment for Math on the 28<sup>th</sup> and reading on the 1st</p>	<p><b>NA due to simulated testing</b></p>	<p><b>Revising and Editing Grammar Practice</b></p> <p>(15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: (C) revise drafts for coherence, organization, use of simple and compound sentences, and audience; (D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric; and (E) revise final draft in response to feedback from peers and teacher</p>	<p><b>Expository Review</b></p> <p>(15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: (A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals); (B) develop drafts by categorizing ideas and organizing them into paragraphs</p>

			and publish written work for a specific audience.	<p>(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience;</p> <p>(D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric; and</p> <p>(E) revise final draft in response to feedback from peers and teacher and publish written work for a specific audience.</p> <p>(17) Writing. Students write about their own experiences. Students are expected to write about important personal experiences.</p> <p>(18) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p> <p>(A) create brief compositions that:</p> <ul style="list-style-type: none"><li>(i) establish a central idea in a topic sentence;</li><li>(ii) include supporting sentences with simple facts, details, and explanations; and</li><li>(iii) contain a concluding statement;</li></ul> <p>(C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.</p>
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<p>25</p>	<p>3/06-3/10</p>	<p><b>VCCV pattern PB p. 269</b></p> <p>(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>(A) spell words with more advanced orthographic patterns and rules:</p> <p>(iii) double consonants in middle of words;</p>	<p><b>Revising and Editing Grammar Practice</b></p> <p>(15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience;</p> <p>(D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric; and</p> <p>(E) revise final draft in response to feedback from peers and teacher and publish written work for a specific audience.</p>	<p><b>Expository Review</b></p> <p>(15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals);</p> <p>(B) develop drafts by categorizing ideas and organizing them into paragraphs</p> <p>(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience;</p> <p>(D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric; and</p> <p>(E) revise final draft in response to feedback from peers and teacher and publish written work for a specific audience.</p> <p>(17) Writing. Students write about their own experiences. Students are expected to write about important personal experiences.</p> <p>(18) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.</p>
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				<p>Students are expected to:</p> <p>(A) create brief compositions that:</p> <p>(i) establish a central idea in a topic sentence;</p> <p>(ii) include supporting sentences with simple facts, details, and explanations; and</p> <p>(iii) contain a concluding statement;</p> <p>(C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.</p>
26	<p>3/13-3/17</p> <p>Spring Break</p>			
27	<p>3/21-3/24</p> <p>4-Day Week</p>	<p><b>Spell Common Words Correctly within Ss Writing</b></p> <p>(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>(A) spell words with more advanced orthographic patterns and rules:</p>	<p><b>Revising and Editing Grammar Practice</b></p> <p>(15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience;</p> <p>(D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric; and</p> <p>(E) revise final draft in response to feedback from peers and teacher and publish written work for a specific audience.</p>	<p><b>Expository Composition</b></p> <p>(15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals);</p> <p>(B) develop drafts by categorizing ideas and organizing them into paragraphs</p> <p>(C) revise drafts for coherence, organization, use of simple and compound sentences, and</p>

				<p>audience;</p> <p>(D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric; and</p> <p>(E) revise final draft in response to feedback from peers and teacher and publish written work for a specific audience.</p> <p>(17) Writing. Students write about their own experiences. Students are expected to write about important personal experiences.</p> <p>(18) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p> <p>(A) create brief compositions that:</p> <ul style="list-style-type: none"><li>(i) establish a central idea in a topic sentence;</li><li>(ii) include supporting sentences with simple facts, details, and explanations; and</li><li>(iii) contain a concluding statement;</li></ul> <p>(C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.</p>
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<p>28</p>	<p>3/27-3/31</p> <p><b>STAAR writing test March 28, 2017</b></p>	<p>N/A due to STAAR Assessments</p>	<p><b>Language Interactive Notebook</b></p> <p>(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <ul style="list-style-type: none"> <li>(i) verbs (irregular verbs);</li> <li>(ii) nouns (singular/plural, common/proper);</li> <li>(iii) adjectives (e.g., descriptive, including purpose: sleeping bag, frying pan) and their comparative and superlative forms (e.g., fast, faster, fastest);</li> <li>(iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot);</li> <li>(v) prepositions and prepositional phrases to convey location, time, direction, or to provide details;</li> <li>(vi) reflexive pronouns (e.g., myself, ourselves);</li> <li>(vii) correlative conjunctions (e.g., either/or, neither/nor); and</li> <li>(viii) use time-order transition words and transitions that indicate a conclusion;</li> </ul> <p>(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p>	<p><b>Writing Imaginative Stories</b></p> <p>(16) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</p> <p>(A) write imaginative stories that build the plot to a climax and contain details about the characters and setting; and</p>
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			<p>(B) use capitalization for:</p> <ul style="list-style-type: none"> <li>(i) historical events and documents;</li> <li>(ii) titles of books, stories, and essays;</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>(iii) languages, races, and nationalities; and</li> </ul> <p>(C) recognize and use punctuation marks including:</p> <ul style="list-style-type: none"> <li>(i) commas in compound sentences;</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>(ii) quotation marks.</li> </ul>	
29	4/3-4/7	<p><b>VCV pattern PB p. 245</b></p> <p>(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>(A) spell words with more advanced orthographic patterns and rules:</p> <ul style="list-style-type: none"> <li>(i) plural rules (e.g., words ending in f as in leaf, leaves; adding -es);</li> </ul>	<p><b>Language Interactive Notebook</b></p> <p>(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <ul style="list-style-type: none"> <li>(i) verbs (irregular verbs);</li> <li>(ii) nouns (singular/plural, common/proper);</li> <li>(iii) adjectives (e.g., descriptive, including purpose: sleeping bag, frying pan) and their comparative and superlative forms (e.g., fast, faster, fastest);</li> <li>(iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot);</li> <li>(v) prepositions and prepositional phrases to convey location, time, direction, or to provide details;</li> <li>(vi) reflexive pronouns (e.g., myself, ourselves);</li> <li>(vii) correlative conjunctions (e.g., either/or, neither/nor); and</li> </ul>	<p><b>Writing Imaginative Stories</b></p> <p>(16) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</p> <p>(A) write imaginative stories that build the plot to a climax and contain details about the characters and setting; and</p>

			<p>(viii) use time-order transition words and transitions that indicate a conclusion;</p> <p>(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p>(B) use capitalization for:</p> <p>(i) historical events and documents;</p> <p>(ii) titles of books, stories, and essays; and</p> <p>(iii) languages, races, and nationalities; and</p> <p>(C) recognize and use punctuation marks including:</p> <p>(i) commas in compound sentences; and</p> <p>(ii) quotation marks.</p>	
30	4/10-4/13 4 day week	<p><b>VV pattern PB p. 293</b></p> <p>(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>(A) spell words with more advanced orthographic patterns and rules:</p>	<p><b>Language Interactive Notebook</b></p> <p>(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <p>(i) verbs (irregular verbs);</p> <p>(ii) nouns (singular/plural, common/proper);</p> <p>(iii) adjectives (e.g., descriptive, including purpose: sleeping bag, frying pan) and their comparative and</p>	<p><b>Writing Imaginative Stories</b></p> <p>(16) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</p> <p>(A) write imaginative stories that build the plot to a climax and contain details about the characters and setting; and</p>

			<p>superlative forms (e.g., fast, faster, fastest);</p> <p>(iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot);</p> <p>(v) prepositions and prepositional phrases to convey location, time, direction, or to provide details;</p> <p>(vi) reflexive pronouns (e.g., myself, ourselves);</p> <p>(vii) correlative conjunctions (e.g., either/or, neither/nor); and</p> <p>(viii) use time-order transition words and transitions that indicate a conclusion;</p> <p>(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p>(B) use capitalization for:</p> <p>(i) historical events and documents;</p> <p>(ii) titles of books, stories, and essays; and</p> <p>(iii) languages, races, and nationalities; and</p> <p>(C) recognize and use punctuation marks including:</p> <p>(i) commas in compound sentences; and</p> <p>(ii) quotation marks.</p>	
31	4/18-4/21 <i>4 day week</i>	<p><b>Silent Consonants (PB p. 329)</b></p> <p>(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>(A) spell words with more advanced orthographic patterns</p>	<p><b>Language Interactive Notebook</b></p> <p>(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are</p>	<p><b>Writing Poetry</b></p> <p>(16) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</p>

		<p>and rules:  (v) silent letters (e.g., knee, wring);</p>	<p>expected to:  (A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:  (i) verbs (irregular verbs);  (ii) nouns (singular/plural, common/proper);  (iii) adjectives (e.g., descriptive, including purpose: sleeping bag, frying pan) and their comparative and superlative forms (e.g., fast, faster, fastest);  (iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot);  (v) prepositions and prepositional phrases to convey location, time, direction, or to provide details;  (vi) reflexive pronouns (e.g., myself, ourselves);  (vii) correlative conjunctions (e.g., either/or, neither/nor); and  (viii) use time-order transition words and transitions that indicate a conclusion;  (21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:  (B) use capitalization for:  (i) historical events and documents;  (ii) titles of books, stories, and essays;  and  (iii) languages, races, and nationalities; and  (C) recognize and use punctuation marks including:  (i) commas in compound sentences;</p>	<p>(B) write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).</p>
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			and (ii) quotation marks.	
32	4/24-4/28	<p><b>Three Syllable Words (PB p. 320)</b></p> <p>(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:  (A) spell words with more advanced orthographic patterns and rules:</p>	<p><b>Language Interactive Notebook</b></p> <p>(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:  (A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:  (i) verbs (irregular verbs);  (ii) nouns (singular/plural, common/proper);  (iii) adjectives (e.g., descriptive, including purpose: sleeping bag, frying pan) and their comparative and superlative forms (e.g., fast, faster, fastest);  (iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot);  (v) prepositions and prepositional phrases to convey location, time, direction, or to provide details;  (vi) reflexive pronouns (e.g., myself, ourselves);  (vii) correlative conjunctions (e.g., either/or, neither/nor); and  (viii) use time-order transition words and transitions that indicate a conclusion;  (21) Oral and Written Conventions/Handwriting,</p>	<p><b>Writing Poetry</b></p> <p>(16) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:  (B) write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).</p>

			<p>Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p>(B) use capitalization for:</p> <p>(i) historical events and documents;</p> <p>(ii) titles of books, stories, and essays; and</p> <p>(iii) languages, races, and nationalities; and</p> <p>(C) recognize and use punctuation marks including:</p> <p>(i) commas in compound sentences; and</p> <p>(ii) quotation marks.</p>	
33	5/1-5/5	<p><b>Changing Final y to i (PB p. 173)</b></p> <p>(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>(A) spell words with more advanced orthographic patterns and rules:</p> <p>(i) plural rules (e.g., words ending in f as in leaf, leaves; adding -es);</p> <p>(ii) irregular plurals (e.g., man/men, foot/feet, child/children);</p>	<p><b>Language Interactive Notebook</b></p> <p>(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <p>(i) verbs (irregular verbs);</p> <p>(ii) nouns (singular/plural, common/proper);</p> <p>(iii) adjectives (e.g., descriptive, including purpose: sleeping bag, frying pan) and their comparative and superlative forms (e.g., fast, faster, fastest);</p> <p>(iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot);</p> <p>(v) prepositions and prepositional</p>	<p><b>Writing Poetry</b></p> <p>(16) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</p> <p>(B) write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).</p>

			<p>phrases to convey location, time, direction, or to provide details;</p> <p>(vi) reflexive pronouns (e.g., myself, ourselves);</p> <p>(vii) correlative conjunctions (e.g., either/or, neither/nor); and</p> <p>(viii) use time-order transition words and transitions that indicate a conclusion;</p> <p>(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p>(B) use capitalization for:</p> <p>(i) historical events and documents;</p> <p>(ii) titles of books, stories, and essays; and</p> <p>(iii) languages, races, and nationalities; and</p> <p>(C) recognize and use punctuation marks including:</p> <p>(i) commas in compound sentences; and</p> <p>(ii) quotation marks.</p>	
34	<p>5/08-5/12</p> <p><b>5/08: STAAR Math Assessment</b></p> <p><b>5/9: STAAR Reading Assessment</b></p>	<p><b>Ending Sound /sh/ (T-created)</b></p> <p>(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>(A) spell words with more advanced orthographic patterns and rules:</p> <p>(iv) other ways to spell sh (e.g., -sion, -tion, -cian); and</p>	<p><b>Language Interactive Notebook</b></p> <p>(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p>	<p><b>Persuasive Writing</b></p> <p>(19) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and use supporting details.</p>

			<p>(i) verbs (irregular verbs); (ii) nouns (singular/plural, common/proper); (iii) adjectives (e.g., descriptive, including purpose: sleeping bag, frying pan) and their comparative and superlative forms (e.g., fast, faster, fastest); (iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot); (v) prepositions and prepositional phrases to convey location, time, direction, or to provide details; (vi) reflexive pronouns (e.g., myself, ourselves); (vii) correlative conjunctions (e.g., either/or, neither/nor); and (viii) use time-order transition words and transitions that indicate a conclusion;</p> <p>(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p>(B) use capitalization for: (i) historical events and documents; (ii) titles of books, stories, and essays; and (iii) languages, races, and nationalities; and (C) recognize and use punctuation marks including: (i) commas in compound sentences; and (ii) quotation marks.</p>	
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<p>35</p>	<p>5/15-5/18 End of School Year <i>Workday May 19</i></p>	<p><b>Plurals (T-created)</b></p> <p>(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>(A) spell words with more advanced orthographic patterns and rules:</p> <p>(i) plural rules (e.g., words ending in f as in leaf, leaves; adding -es);</p> <p>(ii) irregular plurals (e.g., man/men, foot/feet, child/children);</p>	<p><b>Language Interactive Notebook</b></p> <p>(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <p>(i) verbs (irregular verbs);</p> <p>(ii) nouns (singular/plural, common/proper);</p> <p>(iii) adjectives (e.g., descriptive, including purpose: sleeping bag, frying pan) and their comparative and superlative forms (e.g., fast, faster, fastest);</p> <p>(iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot);</p> <p>(v) prepositions and prepositional phrases to convey location, time, direction, or to provide details;</p> <p>(vi) reflexive pronouns (e.g., myself, ourselves);</p> <p>(vii) correlative conjunctions (e.g., either/or, neither/nor); and</p> <p>(viii) use time-order transition words and transitions that indicate a conclusion;</p> <p>(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p>	<p><b>Persuasive Writing</b></p> <p>(19) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and use supporting details.</p>
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			<p>(B) use capitalization for: (i) historical events and documents; (ii) titles of books, stories, and essays; and (iii) languages, races, and nationalities; and (C) recognize and use punctuation marks including: (i) commas in compound sentences; and (ii) quotation marks.</p>	
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