

SCOPE AND SEQUENCE EXPLANATION

Grade 4 Scope and Sequence

How the year fits together: clusters, modules, Language and Craft, and the Standards Slide Decks

PREPARE + Clusters 1-8

36 Modules

165, 180, and 210-Day Calendars

All 35 4.11D Breakouts

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PURPOSE OF THIS HANDOUT

This handout gives a teacher one clear picture of the Grade 4 Supplemental Support System: the 36-module writing year, the daily 15 + 20 minutes, the nine Language and Craft focus sections, and the Standards Slide Decks that teach every 4.11D breakout.

Relieving stress. Raising scores.

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PART I

What This Scope and Sequence Explains

The Writing Academy®, LLC is a Supplemental Support System. It provides additional instruction and additional practice alongside a campus or district's existing reading language arts core resource; it does not replace that core instruction. This handout explains how the Grade 4 year fits together so a teacher can see, in one place, what is taught, when, with which materials, and how each piece connects to the TEKS.

- **The writing year:** PREPARE plus Clusters 1 to 8, four modules each, for 36 modules taught one module per week.
- **The daily time:** a 15-minute cluster and module lesson plus a separate 20-minute Standards block.
- **Language and Craft:** nine focus sections (spelling through figurative language) practiced across the year.
- **The Standards Slide Decks:** the home of 4.11D editing instruction, with all 35 breakouts taught, scripted, and tracked.

WHAT THIS HANDOUT IS NOT

It is not a STAAR/SST blueprint, a TEA readiness or supporting classification, or a replacement for the core reading language arts resource. Planning labels such as focus section, laboratory week, and fresh check describe this Supplemental Support System only.

PART II

The Grade 4 Learning Journey at a Glance

The nine clusters and their four modules never change order or content. Each cluster moves from Low to Very High reading stamina across its four modules, so students meet a longer, more demanding passage as their skill grows.

Cluster	Major focus	Teacher lens
PREPARE	Getting Ready to Write	Choose the writing job, genre, purpose, and audience before drafting.
1	Short Constructed Response (SCR)	Shape the prompt, write a thesis (central idea), select evidence, and explain it.
2	ECR: Informational	Build the TREE structure: prompt, thesis (central idea), reasons or ways, and evidence.
3	ECR: Informational	Advance the TREES and DEEP FACTS structures; strengthen reasons, evidence, and explanations.
4	ECR: Opinion	Develop opinion claims, reasons, and CREATURES for persuasive writing.
5	ECR: Paired Passages	Use two texts in one response, compare and contrast, conclude with R1, R2, R3, and assemble the full paper.
6	ECR: Argumentative	Develop claims, reasons, rebuttal thinking, CREATURES, and persuasive correspondence.
7	Narrative and Poetry	Read and compose poetry through LEAVES: layout, emotion, artistic language, voice, echo and sound, and significance.
8	Research	Build research across PLACE, PROBLEM, PEOPLE, and TRANSFER using sources, evidence, explanation, citation, and presentation.

PART III

Week by Week: 36 Modules

Week numbers follow the 180-day calendar, one module per week. Module titles, stamina levels, and passages come from the Teacher Lesson Plan guides; the Student Interactive Workbook for each cluster uses the same passages, and each module has its own Daily Deck.

Wk	Module	Focus (Teacher Lesson Plan)	Stamina	Framework	Passages
1	PREPARE M1	The Writer's Job Comes First: Choosing a Response Genre	Low	TRAILS	Dream
2	PREPARE M2	The Same Idea, Many Jobs: Purpose and Audience Change the Writing	Medium	TRAILS	Dream
3	PREPARE M3	Choose the Route and the Planning Strategy	High	TRAILS	Serve
4	PREPARE M4	Independent Genre Decision and Transfer	Very High	TRAILS	Serve
5	C1 M1	Level Up Your Thinking	Low	CSI	A Promise Written Long Ago; Morning in the Village
6	C1 M2	Build a Strong Thesis (central idea)	Medium	CSI	A Promise Written Long Ago; Morning in the Village
7	C1 M3	Prove It with Strong Evidence	High	CSI	A Promise Written Long Ago; Morning in the Village
8	C1 M4	Make the Evidence Mean Something	Very High	CSI	A Promise Written Long Ago; Morning in the Village
9	C2 M1	Growing the Tree	Low	TREE	The Energy We Use Everyday; Columbus's Arrival
10	C2 M2	Writing Thesis (central idea) Statements	Medium	TREE	The Energy We Use Everyday; Columbus's Arrival
11	C2 M3	Organizing Reasons and Ways	High	CSI	The Energy We Use Everyday; Columbus's Arrival
12	C2 M4	Choosing Evidence	Very High	CSI	The Energy We Use Everyday; Columbus's Arrival

Wk	Module	Focus (Teacher Lesson Plan)	Stamina	Framework	Passages
13	C3 M1	Your First Full TREES Response	Low	TREES, DEEP FACTS	A Lone Star Choice; Making it Happen
14	C3 M2	Recognizing Relational Prompt Types	Medium	TREES, CSI	A Lone Star Choice; Making it Happen
15	C3 M3	Magnifying Many Ideas into Three Strong Reasons	High	TREES, CSI	A Lone Star Choice; Making it Happen
16	C3 M4	Matching Reasons, Evidence, and Explanation with CSI	Very High	CSI, TREES	A Lone Star Choice; Making it Happen
17	C4 M1	CREATURES Foundation	Low	CREATURES	The Wealth of Mansa Musa; Four Regions, One Big Adventure
18	C4 M2	From Facts to a Coherent Case	Medium	CREATURES	The Wealth of Mansa Musa; Four Regions, One Big Adventure
19	C4 M3	Understanding Others and Rebuttal	High	CREATURES	The Wealth of Mansa Musa; Four Regions, One Big Adventure
20	C4 M4	Ending, Significance, and the Full CREATURES ECR	Very High	CREATURES	The Wealth of Mansa Musa; Four Regions, One Big Adventure
21	C5 M1	Building the Evidence Bridge	Low	RRR, R1	Looking Back to Move Forward; Voices That Shaped Texas
22	C5 M2	HOW Ideas Connect and Differ	Medium	RRR, R1	Looking Back to Move Forward; Voices That Shaped Texas
23	C5 M3	The RRR Conclusion Paragraph	High	R1, RRR	Looking Back to Move Forward; Voices That Shaped Texas
24	C5 M4	Seeing the Structure Through Color	Very High	RRR, R1	Looking Back to Move Forward; Voices That Shaped Texas

Wk	Module	Focus (Teacher Lesson Plan)	Stamina	Framework	Passages
25	C6 M1	If You Have to Decide, Declare the Why	Low	CREATURES, RRR	A Day That Changed; Understanding the Texas Regions
26	C6 M2	Magnify One Claim into Three Strong Reasons	Medium	CREATURES, RRR	A Day That Changed; Understanding the Texas Regions
27	C6 M3	Finishing the Argumentative Paper with CREATURES	High	CREATURES, TREES	A Day That Changed; Understanding the Texas Regions
28	C6 M4	Beginning and Ending an Argumentative Letter	Very High	RRR, TREES	A Day That Changed; Understanding the Texas Regions
29	C7 M1	Paths Connect People	Low	TRAILS, LEAVES	The Roads Between Us; What We Carry Forward
30	C7 M2	People Carry More Than Things	Medium	LEAVES, TRAILS	The Roads Between Us; What We Carry Forward
31	C7 M3	Connections Create Change	High	TRAILS, LEAVES	The Roads Between Us; What We Carry Forward
32	C7 M4	What Will We Carry Forward?	Very High	TRAILS, LEAVES	The Roads Between Us; What We Carry Forward
33	C8 M1	PLACE: Where Does Change Begin?	Low	PLACE	What Shapes a Society? Place, Resources, and Connection
34	C8 M2	IDEAS AND CHOICES: How Do People Turn Possibility Into Change?	Medium	PLACE	What Shapes a Society? Ideas, Choices, and Culture
35	C8 M3	LEGACY AND EVIDENCE: What Lasts, and How Do We Know?	High	PLACE	Five Forces That Shape a Society
36	C8 M4	SYNTHESIS: What Shapes Our World?	Very High	R1, PLACE	The Evidence Room: What Did They Leave Behind?

PART IV

The Daily Time and the Five-Day Cycle

15 MINUTES

Cluster and Module Lesson

Teach the week's writing, response, research, or poetry skill from Section 50 of the Teacher Lesson Plan, with the Student Interactive Workbook and the Daily Deck.

20 MINUTES

Standards Block

Four teacher-selected Standards Slide Decks, about five minutes each, with scripts and tracking sheets. Language and Craft practice belongs here, outside the 15-minute lesson.

The Five-Day GRADUATE Infinity Learning Cycle

Day	Stage	Teacher goal
Monday	GATHER + REVEAL	Activate what students know and model the thinking.
Tuesday	ATTEMPT	Students try the new skill with structure, partners, and guided practice.
Wednesday	DISCUSS + USE	Students explain the thinking, then use the skill.
Thursday	AWARD + TARGET	Students name a demonstrated strength and one precise next move.
Friday	EDUCATE + EXPLAIN	Students show and explain the learning independently.

PART IV, CONTINUED

Three Calendars, One Scope

The same content is taught in every calendar. What changes is only how the days are distributed; no cluster, module, passage, writing task, or standard is cut.

Calendar	Best for	How the days change
165 days	Shorter year or 4-day weeks	All 36 modules and all content stay. In 15 of the 36 modules, combine Award + Target (Day 4) and Educate + Explain (Day 5) into one session.
180 days	Standard	One module per week for 36 weeks; all five GRADUATE days run in full (9 clusters x 4 modules x 5 days).
210 days	Longer year	All 36 modules, plus an optional sixth Apply and Extend day in 30 of the 36 modules and periodic review and assessment days.

COUNTING DAYS

Day 1 is the first day the sequence is taught, not a fixed date. Count only instructional days and place holidays, testing, and closures outside the numbered sequence.

PART V

The Four Pieces Behind Every Week

Resource	What it holds
Teacher Lesson Plan Guide	One guide per cluster with the plan, standards, scripts, passages, checks, supports, assessments, and reflection. Section 50 is the five-day lesson.
Student Interactive Workbook	The student side of every daily lesson, one workbook per cluster, built on the same passages as the teacher guide.
Daily Deck	36 lesson decks, one per module, with the visual cues named inside Section 50.
Standards Slide Decks	Separate standards practice with teacher scripts and tracking sheets, used in the 20-minute Standards block. The primary home of 4.11D.

DO NOT CONFUSE THE TWO SLIDE SYSTEMS

The Daily Deck supports the current cluster and module lesson. The Standards Slide Decks are a separate practice system that runs every week of the year.

PART VI

The Standards Slide Decks

Every Standards Slide Deck sheet is ten slides long and follows the same path: an introduction, the exact TEKS wording and a student-friendly meaning, then five thinking levels across the week. Each sheet has a matching teacher script (what to say and do on every slide) and a student tracking sheet.

Set	TEKS focus	Sheets	What each sheet does
Spelling	4.2(B) spelling knowledge	36	One spelling rule each week, taken from the week's reading words.
Editing	4.11D editing conventions	36	One editing breakout on each weekly sheet; Sentence Weather panel on the slides.
Editing Part Two	4.11D editing conventions	46	A second pass through the breakouts, cluster by cluster.
Revising	4.11C revising	36	Revise sentence structure and word choice: add, delete, combine, rearrange.
Writing	4.11A, 4.12 writing process and genre	36	Matches the week's writing job from the cluster and module.
Evidence	4.7(C) text evidence	36	Collect and use text evidence.
Explanation	4.12(B) explaining thinking	36	Explain evidence so the reader knows what it means.

HOW TO CHOOSE THE FOUR DECKS

Choose four decks for the 20-minute block based on classroom need. The Editing deck for the week is the core 4.11D practice; Editing Part Two, Spelling, Revising, Writing, Evidence, and Explanation fill the other slots as students need them.

PART VI, CONTINUED

The Spelling Rule for Every Week

The Spelling Slide Decks teach one rule each week, all 36 weeks, using words from that week's reading. This is where 4.2(B) and the spelling breakouts of 4.11D are practiced week after week.

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

PART VII

TEKS 4.11D: Thoroughly Covered

4.11D asks students to edit drafts using standard English conventions. Our materials number its parts as 35 breakouts, (i) through (xxxv), and every one of them is taught in the Standards Slide Decks, scripted for the teacher, and tracked for each student. Four breakouts, (i) Complete Sentences & Subject-Verb Agreement, (vii) Singular Nouns, (viii) Plural Nouns, (ix) Common Nouns, (x) Proper Nouns, (xxxv) Spelling High-Frequency Words, appear on the class slides in every cluster, so they are practiced all year.

35 of 35

breakouts taught

1319

class slides

1582

scripted slides

289

tracking sheet pages

HOW TO READ THE TABLES THAT FOLLOW

Editing week numbers match the 36-week calendar (Sheet 1 is Week 1, PREPARE Module 1). Slides lists the weeks with class slides for the breakout; Scripts lists the weeks with a teacher script. Part Two gives the cluster where Editing Part Two teaches it again with both class slides and a script, so every breakout has class slides somewhere in the year. Tracking counts the student tracking sheet pages.

PART VII, CONTINUED

Where Each 4.11D Breakout Is Taught

TEKS clause (i): complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments

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

TEKS clause (ii): past tense of irregular verbs

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

TEKS clause (iii): singular, plural, common, and proper nouns

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

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

Breakout	Skill	Slides (weeks)	Scripts (weeks)	Part Two (slides + script)	Tracking
(xi)	Comparative Adjectives	none	none	C2	2
(xii)	Superlative Adjectives	none	none	C2	2

TEKS clause (v): adverbs that convey frequency and adverbs that convey degree

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

TEKS clause (vi): prepositions and prepositional phrases

Breakout	Skill	Slides (weeks)	Scripts (weeks)	Part Two (slides + script)	Tracking
(xv)	Prepositions	none	none	C3	2
(xvi)	Prepositional Phrases	none	none	C3	2

TEKS clause (vii): pronouns, including reflexive

Breakout	Skill	Slides (weeks)	Scripts (weeks)	Part Two (slides + script)	Tracking
(xvii)	Reflexive Pronouns	none	none	C4	2

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

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

TEKS clause (ix): capitalization of historical periods, events, and documents; titles of books, stories, and essays; and languages, races, and nationalities

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

TEKS clause (x): punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue

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

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

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

PART VII, CONTINUED

Reading TEKS Numbers Two Ways

The TEKS text lists 4.11D as eleven clauses. Our lesson plans, workbooks, Standards Slide Decks, and tracking sheets use the finer breakout numbers. Use this crosswalk whenever a clause number and a breakout number seem to disagree: for example, clause (ix) capitalization is taught as breakouts (xxii) to (xxv).

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

PART VIII

Language and Craft: Nine Focus Sections

Alongside the writing clusters, the Language and Craft scope gives each convention and craft skill a focus window. The focus weeks below follow the 180-day calendar; a laboratory week (fresh practice with fewer cues) comes right before the section's final check. Earlier sections stay active through daily retrieval.

#	Section	Focus weeks	Lab week	TEKS
	Entry evidence and routines	1		4.1(A) to (E)
1	Spelling	2 to 7	Yes	4.2(B)(i) through (vii); 4.11D(xxxiii), (xxxiv), (xxxv)
2	Grammar: Sentence Weather	8 to 14	Yes	4.11D(i) through (xx)
3	Morphemes	15 to 17		4.3(C); 4.2(B)(vi) and (vii)
4	Capitalization	18 to 19		4.11D(xxi), (xxii), (xxiii), (xxiv), (xxv), (xxvi), (xxvii), (xxviii), (xxix)
5	Punctuation	20 to 22		4.11D(xxx), (xxxi), (xxxii)
6	Syntax	23 to 25		4.11C; 4.11D(i), (ii), (iii), (iv), (v), (xviii), (xix), (xx)
7	Word Choice	26 to 29	Yes	4.3(A), (B), (D); 4.2(C); 4.11C
8	Literary Devices	30 to 32		4.10(D), (E), (F); 4.9(B)
9	Figurative Language	33 to 35		4.10(D), (G); 4.3(B), (D)
	Closing transfer	36		All nine sections

A LONGER OR SHORTER YEAR

Keep the section order and all content. In a 165-day year, tighten review inside the focus weeks; in a 210-day year, use the added Apply and Extend days for extra laboratory practice. No standard is removed.

PART VIII, CONTINUED

The Nine Sections in Order

1. Spelling

Weeks 2 to 7

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

1. Closed, open, and VCe syllables inside longer words.
2. Vowel teams, r-controlled, and final stable syllables.
3. Multiple patterns and syllable division: VCCV, VCV, and VCCCV.
4. Homophones, compound words, contractions, and abbreviations.
5. Prefixes, suffix changes, and spelling transfer.

TEKS: 4.2(B)(i) through (vii); 4.11D(xxxiii), (xxxiv), (xxxv)

Activities: Keep It or Repair It? (whole group); Spelling Proof Match (partners); Show What You Understand (independent)

Also taught in: Spelling Slide Decks every week (see the weekly rules); Editing breakouts (xxxiii), (xxxiv), (xxxv).

2. Grammar: Sentence Weather

Weeks 8 to 14

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

1. Identify: word jobs first, with neutral shapes, before any color.
2. Differentiate: past tense of irregular verbs; reflexive pronouns.
3. Classify: noun types (singular, plural, common, proper); comparative and superlative adjectives.
4. Connect: adverbs of frequency and degree, prepositional phrases, and the Horizon between subject and predicate.
5. Test: complete simple and compound sentences with subject-verb agreement; identify and correct splices, run-ons, and fragments.
6. Integrate: choose the lightest useful layer to explain tense, case, comparison, and relationships.

TEKS: 4.11D(i) through (xx)

Activities: What Is the Word Doing? (whole group); Build the Sentence Forecast (partners); Show What You Understand (independent)

Also taught in: Editing Slide Decks, weeks 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 29, 30, 31, 32, 33, 34, 35, 36; Editing Part Two in every cluster. Each Editing slide carries a Sentence Weather panel.

3. Morphemes

Weeks 15 to 17

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

1. Prefix meaning in a whole word: pre-, non-, dis-, in- (not), and im- (into).
2. Suffix meaning and spelling changes: -ness, -y, -ful, and -less.
3. Affixes plus context: blend part, base, and sentence clues to explain a new word.

TEKS: 4.3(C); 4.2(B)(vi) and (vii)

Activities: Change a Part, Change a Meaning (whole group); The Word-Part Workshop (partners); Show What You Understand (independent)

Also taught in: Spelling Slide Decks prefix and suffix weeks (13, 14, 15, 16, 17, 18, 19, 20); Big Word Detective morphology songs.

4. Capitalization

Weeks 18 to 19

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

1. Historical periods, events, and documents (the Great Depression; the Treaty of Paris).
2. Titles of books, stories, and essays; languages, races, and nationalities.

TEKS: 4.11D(xxix), (xxii), (xxiii), (xxiv), (xxv), (xxvi), (xxvii), (xxviii), (xxix)

Activities: Same Word, Different Job (whole group); Capital Switch (partners); Show What You Understand (independent)

Also taught in: Editing Slide Decks, weeks ; Editing Part Two in every cluster.

5. Punctuation

Weeks 20 to 22

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

1. Apostrophes in possessives: one owner, plural owners, and a plain plural.
2. Commas in compound sentences (a comma plus and, but, or, so).
3. Quotation marks in dialogue: opening, closing, and new speaker paragraphs.

TEKS: 4.11D(xxx), (xxxi), (xxxii)

Activities: Give the Mark a Job (whole group); Punctuation Repair Lab (partners); Show What You Understand (independent)

Also taught in: Editing Slide Decks, weeks ; Editing Part Two in every cluster.

6. Syntax

Weeks 23 to 25

Student goal: I can build complete simple and compound sentences that keep my meaning and avoid splices, run-ons, and fragments.

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

TEKS: 4.11C; 4.11D(i), (ii), (iii), (iv), (v), (xviii), (xix), (xx)

Activities: Ready or Not Yet? (whole group); Sentence Builders (partners); Show What You Understand (independent)

Also taught in: Revising Slide Decks (4.11C) every week. Editing Slide Decks, weeks 1, 2, 3, 4, 5, 9, 13, 17, 21, 22, 23, 24, 25, 29, 33.

7. Word Choice

Weeks 26 to 29

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

1. References and word study tools: meaning, syllabication, and pronunciation; alphabetize to the third letter.
2. Word relationships in connected text: synonyms, antonyms, homophones, homographs, and a first look at idioms.
3. Precise choices, clear references, and voice: revise only to improve clarity.

TEKS: 4.3(A), (B), (D); 4.2(C); 4.11C

Activities: Audition Two Words (whole group); Word Auditions (partners); Show What You Understand (independent)

Also taught in: Revising Slide Decks (4.11C) every week.

8. Literary Devices

Weeks 30 to 32

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

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

TEKS: 4.10(D), (E), (F); 4.9(B)

Activities: What Changed for the Reader? (whole group); The Craft Lab (partners); Show What You Understand (independent)

Also taught in: Cluster 7 Poetry and Narrative (weeks 29 to 32) through LEAVES: artistic language, voice, echo and sound.

9. Figurative Language

Weeks 33 to 35

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

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

TEKS: 4.10(D), (G); 4.3(B), (D)

Activities: Borrow One Quality (whole group); Meaning Match-Up (partners); Show What You Understand (independent)

Also taught in: Cluster 7 Poetry and Narrative (weeks 29 to 32) through LEAVES: artistic language, voice, echo and sound.

PART IX

Sentence Weather: The Grade 3 Route

Students learn the grammar idea first and the visual mark second. The symbols support an explanation; coloring alone is not grammar understanding.

Layer	Grade 3 teaching work
Identify	Neutral shapes and word-job names. No arrows, color codes, or subtype marks yet.
Differentiate	Past tense of irregular verbs; reflexive pronouns. Pair each color with a word label.
Classify	Noun types (singular, plural, common, proper); comparative and superlative adjective forms, using only the subtype marks already taught.
Connect	Word relationships, whole phrases, and the Horizon between the complete subject and the complete predicate.
Test	Examine, Decide, Inspect, Test: diagnose, explain, and check a complete correction. Fade the marks as evidence allows.

The permanent symbols

Word job	Symbol	Word job	Symbol
Common noun	Plain sun	Proper noun	Sun with a smile
Pronoun	Crescent moon (yellow = subject, blue = object)	Verb	One raindrop (red past, blue present, green future)
Adjective	Star	Adverb	Two raindrops
Article	Small dot	Preposition	Cloud
Conjunction	Rainbow	Interjection	Lightning bolt

BLACK AND WHITE COPIES

Printed black and white copies stay usable: keep the shapes, the labels, and the relationships, so color never carries the meaning alone.

PART X

Assessment and Evidence

- **Weekly lesson:** use the exit ticket, writing task, progress tracker, and Award and Target work named in the Teacher Lesson Plan (Sections 56 to 66).
- **Standards Slide Decks:** record each thinking level on the student tracking sheet; guide, do not grade, early in the week.
- **Language and Craft section checks:** give each five-question section assessment only after the section's final week. Score multiple choice 0 to 4 and the written application 0 to 2 (6 total), and keep the two scores separate.
- **Keep evidence honest:** do not combine game points, supported rehearsal, and an unassisted check into one mastery claim. Record missing evidence as not yet observed.

DECIDE, THEN RECHECK

When a student gives two new correct applications and explains the rule, reduce one support and check again. When an error persists, model a short contrasting pair, rehearse the explanation, and check a fresh response.

Access without doing the thinking for the student

Allow oral rehearsal, a neutral symbol legend, enlarged print, or pre-cut pieces during instruction. Use frames such as "The clue ____ shows ____" without supplying the answer, and record which supports were used. Differentiate by support and number of practice examples, not by assigning another grade's expectations.

PART XI

Spiral Review and Where to Find Everything

When	Review	Keep it manageable
Every day	Two brief review prompts from earlier learning.	Rotate older skills; a short oral or written response is enough.
Each new section	One earlier convention and one earlier meaning decision.	Use words and sentences from the current reading.
After a section check	Feedback on the next Monday; a delayed example one and two weeks later.	Replace a review prompt; do not add days.

Where to find everything

Need	Go to
Teacher Lesson Plans	Grade 4 Teacher Lesson Plans page, one guide per cluster
Student Interactive Workbooks	Grade 4 Student Workbooks page, one workbook per cluster
Daily Decks	Grade 4 Lesson Decks page, 36 decks
Standards Slide Decks, scripts, tracking sheets	Teacher Resources on the IMRA site
Reading passages	Grade 4 Reading Passages page, by cluster, module, and stamina
4.11D chart and full scope and sequence	Grade 4 TEKS 11D Chart and Grade 4 Scope and Sequence

One scope, three calendars, and a Standards block that never stops. Teach the 15 minutes well, use the 20 minutes on purpose, and let the tracking sheets tell you what your students need next.