

IMPLEMENTATION, SECTIONS 1-9

Grade 5 Implementation Guide

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

165, 180, and 210-Day Calendars

36 Modules in Every Calendar

15 + 20 Minutes

All 29 5.11D Breakouts

Presented by **Randi Whitney**
The Writing Academy®, LLC.

WHAT IS INSIDE

Nine Implementation sections (Spelling, Grammar: Sentence Weather, Morphemes, Capitalization, Punctuation, Syntax, Word Choice, Literary Devices, Figurative Language) with teaching progressions, full TEKS wording, activities, Grade 5 adaptations, practice seeds, original practice texts and poems, three complete day-by-day calendars, and where each skill lives in our lesson plans, workbooks, decks, and songs.

Relieving stress. Raising scores.

Grade 5 Implementation Guide

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ABOUT THIS GUIDE

How to Use the Grade 5 Implementation Guide

This guide is the complete Implementation scope and sequence for Grade 5: all nine sections, the full TEKS register, the Grade 5 adaptations, the practice seeds, and the day-by-day charts for the 165, 180, and 210-day calendars. It has been checked against our real Grade 5 materials: the Teacher Lesson Plan guides, the Student Interactive Workbooks, the Daily Decks, and the Standards Slide Decks.

Key fact	What it means
Writing year	PREPARE plus Clusters 1 to 8, four modules each: 36 modules, one module per week in the 180-day calendar. All 36 modules stay in every calendar.
Daily time	15 minutes: the cluster and module lesson (Section 50). 20 minutes: the separate Standards block, where Implementation and the Standards Slide Decks live.
All year	Spelling, Editing, and Revising Slide Decks teach their skills every week, before, during, and after each section's focus window.
5.11D numbers	Our materials use 29 breakouts, (i) to (xxix). Every 5.11D reference in this guide is written with those numbers; the crosswalk is in the 5.11D section.

A SUPPLEMENTAL SUPPORT SYSTEM

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

SING IT

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

DAILY TIME

15 + 20: Where the Implementation Guide Fits Each Day

15

MINUTES

Section 50 Lesson

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

20

MINUTES

Standards Block

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

How a day in the Standards block works

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

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

WHEN STUDENTS ALSO NEED A STANDARDS SLIDE DECK

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

OUR GRADE 5 YEAR

The 36 Modules the Implementation Scope Runs Beside

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

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

Wk	Module	Focus (Teacher Lesson Plan)	Stamina	Framework	Deck
1	PREPARE M1	The Writing Job Comes Before the Format	Low	TRAILS	Deck 1
2	PREPARE M2	Purpose and Audience Change the Response	Medium	TRAILS	Deck 2
3	PREPARE M3	Choose the Route and the Planning Strategy	High	TRAILS	Deck 3
4	PREPARE M4	Independent Genre Decision and Transfer	Very High	TRAILS	Deck 4
5	C1 M1	Understanding and Upgrading Thinking Levels in WHY and HOW Responses	Low	CSI	Deck 5
6	C1 M2	Writing a Strong Thesis (central idea) Using TOPIC, CHARGE, and ANSWER	Medium	CSI	Deck 6
7	C1 M3	Using Evidence to Support Thinking	High	CSI	Deck 7
8	C1 M4	Writing the Explanation Sentence	Very High	CSI	Deck 8
9	C2 M1	Understanding the Structure of an ECR	Low	TREE	Deck 9
10	C2 M2	Writing a Strong Thesis (central idea)	Medium	TREE	Deck 10
11	C2 M3	The Reason/Way Branch of the ECR	High	TREES, TREE	Deck 11
12	C2 M4	The Evidence Branch of the ECR Tree	Very High	CSI, TREES	Deck 12
13	C3 M1	Building the Full ECR	Low	CSI, TREES	Deck 13
14	C3 M2	Hidden WHY and HOW Prompt Clues	Medium	CSI, TREES	Deck 14
15	C3 M3	Magnifying WHY Reasons into Topic Sentences	High	TREE, CSI	Deck 15
16	C3 M4	Proving Reasons with Evidence and Explanation	Very High	CSI, TREES	Deck 16
17	C4 M1	Building the Argumentative Foundation with Claim, Reasons, and Evidence	Low	CREATURES	Deck 17
18	C4 M2	Turning Parts into a Coherent Line of Argument with Thinking	Medium	CREATURES	Deck 18

Wk	Module	Focus (Teacher Lesson Plan)	Stamina	Framework	Deck
19	C4 M3	Understanding Others and Building an Evidence-Based Rebuttal	High	CREATURES	Deck 19
20	C4 M4	Completing the Argument with Ending, Significance, and the Full CREATURES	Very High	CREATURES	Deck 20
21	C5 M1	Balanced Evidence Across Paired Passages	Low	HABIT	Deck 21
22	C5 M2	HOW Responses: Similarities, Differences, and Relationships	Medium	HABIT	Deck 22
23	C5 M3	Building a Conclusion That Finishes the Thinking	High	R1, HABIT	Deck 23
24	C5 M4	Color Coding the Exemplar and Controlling the Whole Paper	Very High	R1, HABIT	Deck 24
25	C6 M1	Decision Prompts: Claim, Reasons, and Evidence	Low	CREATURES	Deck 25
26	C6 M2	Coherent Argument and Thinking	Medium	CREATURES	Deck 26
27	C6 M3	Understanding, Rebuttal, Ending, and Significance	High	CREATURES	Deck 27
28	C6 M4	Full CREATURES in Argumentative Correspondence for a Real Audience	Very High	CREATURES	Deck 28
29	C7 M1	Notice, Question, Speak	Low	TRAILS, LEAVES	Deck 29
30	C7 M2	Voices and Responses	Medium	LEAVES, TRAILS	Deck 30
31	C7 M3	Evidence Can Change the Story	High	TRAILS, LEAVES	Deck 31
32	C7 M4	Informed Voices Create Responsible Change	Very High	TRAILS, LEAVES	Deck 32
33	C8 M1	Challenge and Question	Low	HABIT	Deck 33
34	C8 M2	Evidence and Choice	Medium	HABIT	Deck 34
35	C8 M3	Action, Consequence, and Revision	High	HABIT	Deck 35
36	C8 M4	Synthesis (central idea) and Publication	Very High	HABIT	Deck 36

THE 20-MINUTE BLOCK

Standards Slide Decks

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

Set	TEKS	Sheets	Also
Spelling	5.2(B)	36	scripts , tracking
Editing	5.11D	36	scripts , tracking
Editing Part Two	5.11D	43	scripts , tracking
Revising	5.11C	36	scripts , tracking
Writing	5.11A, 5.12	36	scripts , tracking
Evidence	5.7(C)	36	scripts , tracking
Explanation	5.12(B)	36	scripts , tracking

The spelling rule for every week

Wk	Module	Rule
1	PREPARE M1	Syllable types and division review
2	PREPARE M2	Prefix review
3	PREPARE M3	Suffix review
4	PREPARE M4	Base word building review
5	C1 M1	Prefixes de and trans
6	C1 M2	Prefixes super and mid
7	C1 M3	Prefixes semi and anti
8	C1 M4	Prefixes inter, over, under
9	C2 M1	Suffix al and ial
10	C2 M2	Suffix ive
11	C2 M3	Suffix ous, eous, ious
12	C2 M4	Suffix ion, tion, sion
13	C3 M1	Suffix logy
14	C3 M2	Suffix ance and ence
15	C3 M3	Suffix ment and ity
16	C3 M4	Suffix able and ible
17	C4 M1	Root dict, meaning say
18	C4 M2	Root ject, meaning throw

Wk	Module	Rule
19	C4 M3	Roots terr and rupt review
20	C4 M4	Roots tract and port review
21	C5 M1	Root geo, meaning earth
22	C5 M2	Root chrono, meaning time
23	C5 M3	Root audi, meaning hear
24	C5 M4	Root photo, meaning light
25	C6 M1	Roots phon and tele
26	C6 M2	Roots graph and scope
27	C6 M3	Root meter, meaning measure
28	C6 M4	Root spect, meaning look
29	C7 M1	Confused its and it's
30	C7 M2	Confused affect and effect
31	C7 M3	Confused accept and except
32	C7 M4	Confused than, then, aloud, allowed
33	C8 M1	Synonyms and antonyms in spelling
34	C8 M2	Analogies and word relationships
35	C8 M3	Unusual and multiple patterns
36	C8 M4	Cumulative review

IMPLEMENTATION GUIDE

How the three calendars work

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

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

IMPLEMENTATION GUIDE

Daily teaching, practice, and feedback

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

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

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

IMPLEMENTATION GUIDE

Sentence Weather: the Grade 5 route

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

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

IMPLEMENTATION GUIDE

Assessments and the evidence behind them

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

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

IMPLEMENTATION GUIDE

Spiral review and classroom preparation

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

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

LISTED SCOPE: SAME GRADE 5 CONTENT IN ALL THREE CALENDARS

Implementation Section 1: Spelling

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

Before this focus: Apply syllable division patterns from Grade 4; spell multisyllabic words with VCe and vowel-team patterns; use prefix and suffix spelling rules.

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

Teaching progression

1. Advanced syllable patterns in multisyllabic words (concentrate, communicate, demonstrate).
2. Vowel alternations and schwa in longer words (photograph/photography, define/definition).
3. Syllable division and doubling patterns across word families (refer/referring, begin/beginning).
4. Homophones, compound words, contractions, and abbreviations (affect/effect, furthermore, they're, govt.).
5. Prefixes, suffixes, Greek and Latin roots, and spelling changes at the boundary (anti-, inter-, -ible/-able, audible). Laboratory cycle: fresh patterns and practice. Added in both the 180- and 210-day plans. It occurs immediately before the final cycle.

Activities

Keep It or Repair It? (whole group)

Spelling Proof Match (partners)

Show What You Understand (independent)

Reference: Keep this thinking handy.

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

Evidence and Grade 5 adjustments

Retain production checks for every syllable type, division patterns, homophones, compound words, contractions, abbreviations, prefixes, suffix-boundary changes, and high-frequency words. The section assessment and daily exit checks confirm that students apply Grade 5 spelling patterns independently.

WHERE IMPLEMENTATION SECTION 1 LIVES IN OUR MATERIALS

Resource	Where
Focus weeks (180-day)	Weeks 2 to 7: PREPARE M2, PREPARE M3, PREPARE M4, C1 M1, C1 M2, C1 M3
Teacher Lesson Plans (same weeks)	PREPARE, Cluster 1 (the 15-minute lesson those weeks; all guides)
Student Interactive Workbooks	PREPARE, Cluster 1 (workbooks page)
Daily lesson decks	Deck 2, Deck 3, Deck 4, Deck 5, Deck 6, Deck 7 (lesson decks page)
Standards Slide Decks (20-minute block)	Spelling Slide Decks every week, 36 sheets. Rules in these weeks: Wk 2 Prefix review; Wk 3 Suffix review; Wk 4 Base word building review; Wk 5 Prefixes de and trans; Wk 6 Prefixes super and mid; Wk 7 Prefixes semi and anti. Also Editing breakouts (xxvii), (xxviii), (xxix).

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

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

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

LISTED SCOPE: SAME GRADE 5 CONTENT IN ALL THREE CALENDARS

Implementation Section 2: Grammar: Sentence Weather

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

Before this focus: Identify word jobs with Sentence Weather symbols; use past tense of regular and some irregular verbs; write simple and compound sentences.

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

Teaching progression

1. Identify: word jobs first, with neutral shapes, before any color. Introduce collective nouns (team, flock, jury).
 2. Differentiate: past tense of irregular verbs; indefinite pronouns (everyone, nobody, each, several).
 3. Classify: comparative and superlative adjectives; conjunctive adverbs (however, therefore, meanwhile).
 4. Connect: prepositions, prepositional phrases, and agreement with intervening prepositional phrases.
 5. Test: complete simple, compound, and complex sentences with subject-verb agreement; avoid comma splices, run-ons, and fragments.
 6. Integrate: choose the lightest useful layer to explain tense, agreement, complexity, and relationships.
- Laboratory cycle: fresh patterns and practice. Added in both the 180- and 210-day plans. It occurs immediately before the final cycle.

Activities

What Is the Word Doing? (whole group)

Build the Sentence Forecast (partners)

Show What You Understand (independent)

Reference: Keep this thinking handy.

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

Evidence and Grade 5 adjustments

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

WHERE IMPLEMENTATION SECTION 2 LIVES IN OUR MATERIALS

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

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

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

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

LISTED SCOPE: SAME GRADE 5 CONTENT IN ALL THREE CALENDARS

Implementation Section 3: Morphemes

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

Before this focus: Recognize prefixes (pre-, non-, dis-, in-, un-, re-, mis-) and suffixes (-ness, -ful, -less, -ly, -ment, -tion/-sion); identify Greek and Latin roots (port, rupt, struct).

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

Teaching progression

1. Prefix meaning in a whole word: anti-, inter-, trans-, over-, under-, semi-, and multiple-prefix words.
2. Suffix meaning and spelling changes: -ible/-able, -ous/-eous/-ious, -ive, and -ment.
3. Greek and Latin roots in academic vocabulary (aud, vis, scrib/script, dict, ject). Blend root, affix, and context.

Activities

Change a Part, Change a Meaning (whole group)

The Word-Part Workshop (partners)

Show What You Understand (independent)

Reference: Keep this thinking handy.

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

Evidence and Grade 5 adjustments

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

WHERE IMPLEMENTATION SECTION 3 LIVES IN OUR MATERIALS

Resource	Where
Focus weeks (180-day)	Weeks 15 to 17: C3 M3, C3 M4, C4 M1
Teacher Lesson Plans (same weeks)	Cluster 3 , Cluster 4 (the 15-minute lesson those weeks; all guides)
Student Interactive Workbooks	Cluster 3 , Cluster 4 (workbooks page)
Daily lesson decks	Deck 15, Deck 16, Deck 17 (lesson decks page)
Standards Slide Decks (20-minute block)	Spelling Slide Decks prefix, suffix, and root weeks: Wk 2 Prefix review; Wk 3 Suffix review; Wk 5 Prefixes de and trans; Wk 6 Prefixes super and mid; Wk 7 Prefixes semi and anti; Wk 8 Prefixes inter, over, under; Wk 9 Suffix al and ial; Wk 10 Suffix ive; Wk 11 Suffix ous, eous, ious; Wk 12 Suffix ion, tion, sion; Wk 13 Suffix logy; Wk 14 Suffix ance and ence; Wk 15 Suffix ment and ity; Wk 16 Suffix able and ible; Wk 17 Root dict, meaning say; Wk 18 Root ject, meaning throw; Wk 19 Roots terr and rupt review; Wk 20 Roots tract and port review; Wk 21 Root geo, meaning earth; Wk 22 Root chrono, meaning time; Wk 23 Root audi, meaning hear; Wk 24 Root photo, meaning light; Wk 25 Roots phon and tele; Wk 26 Roots graph and scope; Wk 27 Root meter, meaning measure; Wk 28 Root spect, meaning look.

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

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

Supports: Using prefixes and suffixes to determine word meaning.

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

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

Supports: Identifying and using common prefixes.

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

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

Supports: Spelling changes when adding suffixes.

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

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

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

LISTED SCOPE: SAME GRADE 5 CONTENT IN ALL THREE CALENDARS

Implementation Section 4: Capitalization

Student goal: I can capitalize abbreviations, initials, acronyms, and organizations.

Before this focus: Capitalize historical events, periods, documents, titles, languages, groups, and nationalities from Grade 4.

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

Teaching progression

1. Abbreviations, initials, and acronyms (Dr., J. K. Rowling, NASA, UNICEF).
2. Organizations and institutions in context; when to capitalize and when not to (the United Nations, a local organization).

Activities

Same Word, Different Job (whole group)

Capital Switch (partners)

Show What You Understand (independent)

Reference: Keep this thinking handy.

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

Evidence and Grade 5 adjustments

Retain checks for abbreviations, initials, acronyms, and organizations. Students must explain why capitalization applies or does not apply in each context.

WHERE IMPLEMENTATION SECTION 4 LIVES IN OUR MATERIALS

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

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

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

Supports: Capitalization rules including titles and proper nouns.

LISTED SCOPE: SAME GRADE 5 CONTENT IN ALL THREE CALENDARS

Implementation Section 5: Punctuation

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

Before this focus: Use apostrophes in possessives; commas in compound sentences and series; quotation marks in dialogue.

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

Teaching progression

1. Commas in compound and complex sentences (after a subordinating clause, with coordinating conjunctions).
2. Quotation marks in dialogue: speaker tags before, after, and interrupted.
3. Italics and underlining for titles of books and major works and for emphasis. Every mark must earn its place.

Activities

Give the Mark a Job (whole group)

Punctuation Repair Lab (partners)

Show What You Understand (independent)

Reference: Keep this thinking handy.

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

Evidence and Grade 5 adjustments

Retain checks for commas in compound and complex sentences, quotation marks, italics, and underlining. Every mark must earn its place: necessary, missing, and unnecessary.

WHERE IMPLEMENTATION SECTION 5 LIVES IN OUR MATERIALS

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

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

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

Supports: Using apostrophes and commas correctly.

LISTED SCOPE: SAME GRADE 5 CONTENT IN ALL THREE CALENDARS

Implementation Section 6: Syntax

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

Before this focus: Write complete simple and compound sentences; fix comma splices, run-ons, and fragments; use coordinating conjunctions.

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

Teaching progression

1. Complete simple sentences, sentence boundaries, and fixing fragments.
2. Compound and complex sentences: coordinating conjunctions plus subordinating conjunctions (because, although, when, if). Avoiding comma splices and run-ons.
3. Sentence structure for coherence and clarity: add, delete, combine, and rearrange.

Activities

Ready or Not Yet? (whole group)

Sentence Builders (partners)

Show What You Understand (independent)

Reference: Keep this thinking handy.

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

Evidence and Grade 5 adjustments

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

WHERE IMPLEMENTATION SECTION 6 LIVES IN OUR MATERIALS

Resource	Where
Focus weeks (180-day)	Weeks 23 to 25: C5 M3, C5 M4, C6 M1
Teacher Lesson Plans (same weeks)	Cluster 5 , Cluster 6 (the 15-minute lesson those weeks; all guides)
Student Interactive Workbooks	Cluster 5 , Cluster 6 (workbooks page)
Daily lesson decks	Deck 23, Deck 24, Deck 25 (lesson decks page)
Standards Slide Decks (20-minute block)	Revising Slide Decks (5.11C) every week, 36 sheets. Editing breakouts (i), (ii), (iii), (iv), (v), (xv).

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

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

Supports: Building complete simple and compound sentences.

LISTED SCOPE: SAME GRADE 5 CONTENT IN ALL THREE CALENDARS

Implementation Section 7: Word Choice

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

Before this focus: Use a dictionary or thesaurus for meaning and pronunciation; identify synonyms, antonyms, homophones, homographs, and idioms.

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

Teaching progression

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

Activities

Audition Two Words (whole group)

Word Auditions (partners)

Show What You Understand (independent)

Reference: Keep this thinking handy.

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

Evidence and Grade 5 adjustments

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

WHERE IMPLEMENTATION SECTION 7 LIVES IN OUR MATERIALS

Resource	Where
Focus weeks (180-day)	Weeks 26 to 29: C6 M2, C6 M3, C6 M4, C7 M1
Teacher Lesson Plans (same weeks)	Cluster 6 , Cluster 7 (the 15-minute lesson those weeks; all guides)
Student Interactive Workbooks	Cluster 6 , Cluster 7 (workbooks page)
Daily lesson decks	Deck 26, Deck 27, Deck 28, Deck 29 (lesson decks page)
Standards Slide Decks (20-minute block)	Revising Slide Decks (5.11C) every week, 36 sheets.

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

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

Supports: Using precise vocabulary and word relationships.

LISTED SCOPE: SAME GRADE 5 CONTENT IN ALL THREE CALENDARS

Implementation Section 8: Literary Devices

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

Before this focus: Identify imagery, repetition, contrast, and purpose with Device, Detail, Job; analyze sound choices in poetry; recognize first and third person POV.

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

Teaching progression

1. Imagery, repetition, contrast, and purpose (Device, Detail, Job). Flashback and foreshadowing.
2. Sound choices in a variety of poems: onomatopoeia, alliteration, assonance, rhyme scheme, meter, and stanzas.
3. First person, third person limited, and third person omniscient point of view; unreliable narration.

Activities

What Changed for the Reader? (whole group)

The Craft Lab (partners)

Show What You Understand (independent)

Reference: Keep this thinking handy.

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

Evidence and Grade 5 adjustments

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

WHERE IMPLEMENTATION SECTION 8 LIVES IN OUR MATERIALS

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

LISTED SCOPE: SAME GRADE 5 CONTENT IN ALL THREE CALENDARS

Implementation Section 9: Figurative Language

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

Before this focus: Explain similes, metaphors, idioms, and hyperbole in context; connect figurative language to author's purpose.

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

Teaching progression

1. Literal language and meaningful comparisons: similes, metaphors, and analogies.
2. Idioms, hyperbole, personification, and onomatopoeia in context.
3. Purpose and evidence: explain how figurative language shapes tone, mood, and the reader's understanding.

Activities

Borrow One Quality (whole group)

Meaning Match-Up (partners)

Show What You Understand (independent)

Reference: Keep this thinking handy.

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

Evidence and Grade 5 adjustments

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

WHERE IMPLEMENTATION SECTION 9 LIVES IN OUR MATERIALS

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

IMPLEMENTATION GUIDE

Primary Grade 5 TEKS register

Each section's primary TEKS codes are listed below. Every code is verified against the Grade 5 Teacher Lesson Plans and Standards Slide Decks.

Section	Primary TEKS
Section 1: Spelling	5.2(B)(i) through (vii); 5.11D(xxvii), (xxviii), (xxix)
Section 2: Grammar: Sentence Weather	5.11D(i) through (xv)
Section 3: Morphemes	5.3(C); 5.2(B)(vi) and (vii)
Section 4: Capitalization	5.11D(xvi) through (xix)
Section 5: Punctuation	5.11D(xx) through (xxvi)
Section 6: Syntax	5.11C; 5.11D(i) through (v), (xv)
Section 7: Word Choice	5.3(A), (B), (D); 5.2(C); 5.11C
Section 8: Literary Devices	5.10(D), (E), (F); 5.9(B)
Section 9: Figurative Language	5.10(D), (G); 5.3(B), (D)

5.11D

TEKS 5.11D: Our 29 Breakouts and the Crosswalk

The TEKS text lists 5.11D as 10 clauses. Our lesson plans, workbooks, Standards Slide Decks, and tracking sheets number it as 29 breakouts. Every 5.11D reference in this guide uses breakout numbers. Every breakout is taught on class slides, scripted, and tracked.

Clause	Clause wording (including ...)	Our breakout numbers
(i)	complete simple and compound sentences with subject-verb agreement and avoid splices, run-ons, and fragments	5.11D(i), (ii), (iii), (iv), (v)
(ii)	past tense of irregular verbs	5.11D(vi)
(iii)	collective nouns	5.11D(vii)
(iv)	adjectives, including their comparative and superlative forms	5.11D(viii), (ix)
(v)	conjunctive adverbs	5.11D(x)
(vi)	prepositions, prepositional phrases, and prepositional phrases with agreement	5.11D(xi), (xii), (xiii)
(vii)	indefinite pronouns and complex sentences	5.11D(xiv), (xv)
(viii)	capitalization of abbreviations, initials, acronyms, and organizations	5.11D(xvi), (xvii), (xviii), (xix)
(ix)	commas in compound and complex sentences, quotation marks in dialogue, italics and underlining for titles and emphasis	5.11D(xx), (xxi), (xxii), (xxiii), (xxiv), (xxv), (xxvi)
(x)	correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	5.11D(xxvii), (xxviii), (xxix)

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

Breakout	Skill	Editing slides (weeks)	Editing scripts (weeks)	Part Two (slides + script)	Tracking pages
(i)	Complete Sentences & Agreement	1, 5, 9, 13, 17, 21, 25, 29, 33	1, 5, 9, 13, 17, 21, 25, 29, 33	C0	12
(ii)	Compound Sentences & Agreement	none	none	C5	2
(iii)	Fixing Comma Splices	none	none	C5	2
(iv)	Fixing Run-On Sentences	none	none	C5	2
(v)	Fixing Sentence Fragments	none	none	C5	2

Clause (ii): past tense of irregular verbs

Breakout	Skill	Editing slides (weeks)	Editing scripts (weeks)	Part Two (slides + script)	Tracking pages
(vi)	Past Tense of Irregular Verbs	none	none	C2	2

Clause (iii): collective nouns

Breakout	Skill	Editing slides (weeks)	Editing scripts (weeks)	Part Two (slides + script)	Tracking pages
(vii)	Collective Nouns	none	none	C0	2

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

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

Clause (v): conjunctive adverbs

Breakout	Skill	Editing slides (weeks)	Editing scripts (weeks)	Part Two (slides + script)	Tracking pages
(x)	Conjunctive Adverbs	none	none	C4	2

Clause (vi): prepositions, prepositional phrases, and prepositional phrases with agreement

Breakout	Skill	Editing slides (weeks)	Editing scripts (weeks)	Part Two (slides + script)	Tracking pages
(xi)	Prepositions	none	none	C3	2
(xii)	Prepositional Phrases	none	none	C3	2
(xiii)	Prep Phrases & Agreement	none	none	C3	1

Clause (vii): indefinite pronouns and complex sentences

Breakout	Skill	Editing slides (weeks)	Editing scripts (weeks)	Part Two (slides + script)	Tracking pages
(xiv)	Indefinite Pronouns	none	none	C4	2
(xv)	Complex Sentences	none	none	C4	2

Clause (viii): capitalization of abbreviations, initials, acronyms, and organizations

Breakout	Skill	Editing slides (weeks)	Editing scripts (weeks)	Part Two (slides + script)	Tracking pages
(xvi)	Capitalize Abbreviations	none	none	C5	2
(xvii)	Capitalize Initials	none	none	C5	2
(xviii)	Capitalize Acronyms	none	none	C5	2
(xix)	Capitalize Organizations	none	none	C5	2

Clause (ix): commas in compound and complex sentences, quotation marks in dialogue, italics and underlining for titles and emphasis

Breakout	Skill	Editing slides (weeks)	Editing scripts (weeks)	Part Two (slides + script)	Tracking pages
(xx)	Commas in Compound Sentences	none	none	C5	2
(xxi)	Commas in Complex Sentences	none	none	C4	2
(xxii)	Quotation Marks in Dialogue	none	none	C6	2
(xxiii)	Italics for Titles	none	none	C6	2
(xxiv)	Italics for Emphasis	none	none	C6	2
(xxv)	Underlining for Titles	none	none	C6	2
(xxvi)	Underlining for Emphasis	none	none	C6	2

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

Breakout	Skill	Editing slides (weeks)	Editing scripts (weeks)	Part Two (slides + script)	Tracking pages
(xxvii)	Spelling: Grade-Appropriate Patterns	none	none	C2	2
(xxviii)	Spelling: Grade-Appropriate Rules	none	none	C3	2
(xxix)	Spelling High-Frequency Words	4, 8, 12, 16, 20, 24, 28, 32, 36	4, 8, 12, 16, 20, 24, 28, 32, 36	C0	11

IMPLEMENTATION GUIDE

Related and routine TEKS

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

Code	Standard (abbreviated)
5.11A	Composition: plan a first draft by selecting a genre for a particular topic, purpose, and audience.
5.11B	Develop drafts into a focused, structured, and coherent piece of writing.
5.11C	Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.
5.12A	Compose literary texts such as personal narratives and poetry.
5.12B	Compose informational texts, including brief compositions that convey information about a topic.
5.7C	Use text evidence to support an appropriate response.
5.2B	Use common, grade-appropriate Greek or Latin suffixes and prefixes.
5.3A	Use print or digital resources to determine meaning, syllabication, and pronunciation.
5.3B	Use context to determine meaning of unfamiliar words.
5.3C	Identify the meaning of and use words with affixes.
5.3D	Identify, use, and explain the meaning of homophones, homographs, antonyms, synonyms, and idioms.

IMPLEMENTATION GUIDE

Grade 5 source adaptations

This guide was adapted from the Grade 3 Implementation Guide structure to fit Grade 5 TEKS and materials. The nine-section structure, the GRADUATE teaching framework, the 15 + 20 daily time model, and the three calendar formats are identical across grades. The following elements were adapted for Grade 5:

Element	Adaptation
TEKS codes	All codes updated to Grade 5 TEKS. Every 5.11D breakout verified against the Grade 5 TEKS 11D Chart.
Teaching progressions	Each section's progression reflects Grade 5 complexity: collective nouns, conjunctive adverbs, indefinite pronouns, complex sentences, abbreviations/initials/acronyms, italics/underlining.
Spelling rules	All 36 spelling rules taken from the Grade 5 Spelling Teacher Scripts.
Module data	All 36 modules, passages, frameworks, and stamina levels from the Grade 5 Scope and Sequence.
Material links	All Teacher Lesson Plan, Student Interactive Workbook, Daily Deck, and Standards Slide Deck references point to Grade 5 files on the IMRA site.
11D breakouts	29 breakouts verified against the Grade 5 TEKS 11D Chart (Grade 3 has 32).
Practice texts and poems	Adapted from the Grade 3 structure. Practice texts and poems reference Grade 5 reading passages and age-appropriate content.

IMPLEMENTATION GUIDE

Practice seeds and expected thinking

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

A spelling seed: 'The word is communicate. I hear five syllables: com-mu-ni-cate. The root is Latin commun- meaning shared, plus the suffix -ate meaning to make. I check: c-o-m-m-u-n-i-c-a-t-e.'

A grammar seed: 'The team practices every day. Subject: team (collective noun, singular agreement). Verb: practices (present tense, agrees with team). The Sentence Weather forecast: sun (team), raindrop blue (practices).'

A figurative language seed: 'The author writes, "Time marched on without looking back." This is personification. The author chose this because it makes time feel alive and unstoppable.'

IMPLEMENTATION GUIDE

Literary practice text: context for craft

Sections 8 (Literary Devices) and 9 (Figurative Language) use literary practice texts to give students real examples of authors' choices. The Grade 5 reading passages in the Teacher Lesson Plans and Daily Decks provide the primary literary context.

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

IMPLEMENTATION GUIDE

Literary practice: poems

Section 8 includes poems from the Grade 5 reading passages and from Cluster 7 (Poetry and Narrative). Students analyze sound choices (onomatopoeia, alliteration, rhyme scheme, assonance, meter, and stanzas), point of view, and voice.

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

CALENDARS

How the Three Charts Fit the 36 Modules

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

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

165-day scope and sequence

DAYS 1 TO 165

Opening and closing in listed form

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

Cycle 1 | Ro | Entry evidence and workshop routines

about Week 1: PREPARE M1

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

Cycle 2 | S1.1 | Advanced syllable patterns in multisyllabic words (concentra

about Week 2: PREPARE M2

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

Cycle 3 | S1.2 | Vowel alternations and schwa in longer words (photograph/pho

about Week 3: PREPARE M3

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

Cycle 4 | S1.3 | Syllable division and doubling patterns across word families

about Week 4: PREPARE M4

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

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

about Week 5: C1 M1

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

Cycle 6 | S1.5 | Prefixes, suffixes, Greek and Latin roots, and spelling chan

about Week 6: C1 M2

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

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

about Week 7: C1 M3

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

Cycle 8 | S1A | Section 1 formal assessment

about Week 8: C1 M4

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

Cycle 9 | S2.1 | Identify

about Week 9: C2 M1

Day / format	Concept, activity, and evidence
41 1 Concept + whole group	What Is the Word Doing? (whole group). Identify: word jobs first, with neutral shapes, before any color. Introduce collective nouns (team, flock, jury). Evidence: exit slip.
42 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
43 3 Partners / small group	Build the Sentence Forecast (partners). New round with examples from the current progression step. Teacher circulates and records.
44 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
45 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.

Cycle 10 | S2.2 | Differentiate

about Week 10: C2 M2

Day / format	Concept, activity, and evidence
46 1 Concept + whole group	What Is the Word Doing? (whole group). Differentiate: past tense of irregular verbs; indefinite pronouns (everyone, nobody, each, several). Evidence: exit slip.
47 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
48 3 Partners / small group	Build the Sentence Forecast (partners). New round with examples from the current progression step. Teacher circulates and records.
49 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
50 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.

Cycle 11 | S2.3 | Classify

about Week 11: C2 M3

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

Cycle 12 | S2.4 | Connect

about Week 13: C3 M1

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

Cycle 13 | S2.5 | Test

about Week 14: C3 M2

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

Cycle 14 | S2.6 | Integrate

about Week 15: C3 M3

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

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

about Week 16: C3 M4

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

Cycle 16 | S2A | Section 2 formal assessment

about Week 17: C4 M1

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

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

about Week 18: C4 M2

Day / format	Concept, activity, and evidence
81 1 Concept + whole group	Change a Part, Change a Meaning (whole group). Prefix meaning in a whole word: anti-, inter-, trans-, over-, under-, semi-, and multiple-prefix words. Evidence: exit slip.
82 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
83 3 Partners / small group	The Word-Part Workshop (partners). New round with examples from the current progression step. Teacher circulates and records.
84 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
85 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.

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

about Week 19: C4 M3

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

Cycle 19 | S3.3 | Greek and Latin roots in academic vocabulary (aud, vis, scri

about Week 20: C4 M4

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

Cycle 20 | S3A | Section 3 formal assessment

about Week 21: C5 M1

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

Cycle 21 | S4.1 | Abbreviations, initials, and acronyms (Dr

about Week 22: C5 M2

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

Cycle 22 | S4.2 | Organizations and institutions in context; when to capitaliz

about Week 23: C5 M3

Day / format	Concept, activity, and evidence
106 1 Concept + whole group	Same Word, Different Job (whole group). Organizations and institutions in context; when to capitalize and when not to (the United Nations, a local organization). Evidence: exit slip.
107 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
108 3 Partners / small group	Capital Switch (partners). New round with examples from the current progression step. Teacher circulates and records.
109 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
110 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.

Cycle 23 | S4A | Section 4 formal assessment

about Week 25: C6 M1

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

Cycle 24 | S5.1 | Commas in compound and complex sentences (after a subordinat

about Week 26: C6 M2

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

Cycle 25 | S5.2 | Quotation marks in dialogue

about Week 27: C6 M3

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

Cycle 26 | S5.3 | Italics and underlining for titles of books and major works

about Week 28: C6 M4

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

Cycle 27 | S5A | Section 5 formal assessment

about Week 29: C7 M1

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

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

about Week 30: C7 M2

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

Cycle 29 | S6.2 | Compound and complex sentences

about Week 31: C7 M3

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

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

about Week 32: C7 M4

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

Cycle 31 | S6A | Section 6 formal assessment

about Week 33: C8 M1

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

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

about Week 34: C8 M2

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

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

about Week 35: C8 M3

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

180-day scope and sequence

DAYS 1 TO 180

Opening and closing in listed form

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

Cycle 1 | Ro | Entry evidence and workshop routines

Week 1: PREPARE M1

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

Cycle 2 | S1.1 | Advanced syllable patterns in multisyllabic words (concentra**Week 2: PREPARE M2**

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

Cycle 3 | S1.2 | Vowel alternations and schwa in longer words (photograph/pho**Week 3: PREPARE M3**

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

Cycle 4 | S1.3 | Syllable division and doubling patterns across word families

Week 4: PREPARE M4

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

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

Week 5: C1 M1

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

Cycle 6 | S1.5 | Prefixes, suffixes, Greek and Latin roots, and spelling chan

Week 6: C1 M2

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

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

Week 7: C1 M3

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

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

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

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

Day / format	Concept, activity, and evidence
41 1 Concept + whole group	What Is the Word Doing? (whole group). Identify: word jobs first, with neutral shapes, before any color. Introduce collective nouns (team, flock, jury). Evidence: exit slip.
42 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
43 3 Partners / small group	Build the Sentence Forecast (partners). New round with examples from the current progression step. Teacher circulates and records.
44 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
45 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.

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

Day / format	Concept, activity, and evidence
46 1 Concept + whole group	What Is the Word Doing? (whole group). Differentiate: past tense of irregular verbs; indefinite pronouns (everyone, nobody, each, several). Evidence: exit slip.
47 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
48 3 Partners / small group	Build the Sentence Forecast (partners). New round with examples from the current progression step. Teacher circulates and records.
49 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
50 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.

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

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

Cycle 12 | S2.4 | Connect**Week 12: C2 M4**

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

Cycle 13 | S2.5 | Test**Week 13: C3 M1**

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

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

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

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

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

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

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

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

Day / format	Concept, activity, and evidence
81 1 Concept + whole group	Change a Part, Change a Meaning (whole group). Prefix meaning in a whole word: anti-, inter-, trans-, over-, under-, semi-, and multiple-prefix words. Evidence: exit slip.
82 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
83 3 Partners / small group	The Word-Part Workshop (partners). New round with examples from the current progression step. Teacher circulates and records.
84 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
85 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.

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

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

Cycle 19 | S3.3 | Greek and Latin roots in academic vocabulary (aud, vis, scri**Week 19: C4 M3**

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

Cycle 20 | S3A | Section 3 formal assessment**Week 20: C4 M4**

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

Cycle 21 | S4.1 | Abbreviations, initials, and acronyms (Dr**Week 21: C5 M1**

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

Cycle 22 | S4.2 | Organizations and institutions in context; when to capitaliz**Week 22: C5 M2**

Day / format	Concept, activity, and evidence
106 1 Concept + whole group	Same Word, Different Job (whole group). Organizations and institutions in context; when to capitalize and when not to (the United Nations, a local organization). Evidence: exit slip.
107 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
108 3 Partners / small group	Capital Switch (partners). New round with examples from the current progression step. Teacher circulates and records.
109 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
110 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.

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

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

Cycle 24 | S5.1 | Commas in compound and complex sentences (after a subordinat

Week 24: C5 M4

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

Cycle 25 | S5.2 | Quotation marks in dialogue

Week 25: C6 M1

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

Cycle 26 | S5.3 | Italics and underlining for titles of books and major works

Week 26: C6 M2

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

Cycle 27 | S5A | Section 5 formal assessment

Week 27: C6 M3

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

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

Week 28: C6 M4

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

Cycle 29 | S6.2 | Compound and complex sentences

Week 29: C7 M1

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

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

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

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

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

Cycle 32 | S7.1 | References and word study tools**Week 32: C7 M4**

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

Cycle 33 | S7.2 | Word relationships in connected text**Week 33: C8 M1**

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

Cycle 34 | S7.3 | Precise choices, clear references, and voice**Week 34: C8 M2**

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

Cycle 35 | S7X | Word Choice laboratory: fresh patterns and practice**Week 35: C8 M3**

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

Cycle 36 | S7A | Section 7 formal assessment

Week 36: C8 M4

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

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

210-day scope and sequence

DAYS 1 TO 210

Opening and closing in listed form

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

Cycle 1 | Ro | Entry evidence and workshop routines

about Week 1: PREPARE M1

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

Cycle 2 | S1.1 | Advanced syllable patterns in multisyllabic words (concentra**about Week 1: PREPARE M1**

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

Cycle 3 | S1.2 | Vowel alternations and schwa in longer words (photograph/pho**about Week 2: PREPARE M2**

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

Cycle 4 | S1.3 | Syllable division and doubling patterns across word families

about Week 3: PREPARE M3

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

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

about Week 4: PREPARE M4

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

Cycle 6 | S1.5 | Prefixes, suffixes, Greek and Latin roots, and spelling chan

about Week 5: C1 M1

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

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

about Week 6: C1 M2

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

Cycle 8 | S1A | Section 1 formal assessment

about Week 7: C1 M3

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

Cycle 9 | S2.1 | Identify

about Week 7: C1 M3

Day / format	Concept, activity, and evidence
41 1 Concept + whole group	What Is the Word Doing? (whole group). Identify: word jobs first, with neutral shapes, before any color. Introduce collective nouns (team, flock, jury). Evidence: exit slip.
42 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
43 3 Partners / small group	Build the Sentence Forecast (partners). New round with examples from the current progression step. Teacher circulates and records.
44 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
45 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.
46 6 Apply + extend	Apply the current grammar: sentence weather skill to a new text or writing sample. Extend thinking with a cross-section connection. Optional: differentiation station.

Cycle 10 | S2.2 | Differentiate

about Week 8: C1 M4

Day / format	Concept, activity, and evidence
46 1 Concept + whole group	What Is the Word Doing? (whole group). Differentiate: past tense of irregular verbs; indefinite pronouns (everyone, nobody, each, several). Evidence: exit slip.
47 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
48 3 Partners / small group	Build the Sentence Forecast (partners). New round with examples from the current progression step. Teacher circulates and records.
49 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
50 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.
51 6 Apply + extend	Apply the current grammar: sentence weather skill to a new text or writing sample. Extend thinking with a cross-section connection. Optional: differentiation station.

Cycle 11 | S2.3 | Classify

about Week 9: C2 M1

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

Cycle 12 | S2.4 | Connect

about Week 10: C2 M2

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

Cycle 13 | S2.5 | Test

about Week 11: C2 M3

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

Cycle 14 | S2.6 | Integrate

about Week 12: C2 M4

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

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

about Week 13: C3 M1

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

Cycle 16 | S2A | Section 2 formal assessment

about Week 13: C3 M1

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

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

about Week 14: C3 M2

Day / format	Concept, activity, and evidence
81 1 Concept + whole group	Change a Part, Change a Meaning (whole group). Prefix meaning in a whole word: anti-, inter-, trans-, over-, under-, semi-, and multiple-prefix words. Evidence: exit slip.
82 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
83 3 Partners / small group	The Word-Part Workshop (partners). New round with examples from the current progression step. Teacher circulates and records.
84 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
85 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.
86 6 Apply + extend	Apply the current morphemes skill to a new text or writing sample. Extend thinking with a cross-section connection. Optional: differentiation station.

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

about Week 15: C3 M3

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

Cycle 19 | S3.3 | Greek and Latin roots in academic vocabulary (aud, vis, scri

about Week 16: C3 M4

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

Cycle 20 | S3A | Section 3 formal assessment

about Week 17: C4 M1

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

Cycle 21 | S4.1 | Abbreviations, initials, and acronyms (Dr

about Week 18: C4 M2

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

Cycle 22 | S4.2 | Organizations and institutions in context; when to capitaliz

about Week 19: C4 M3

Day / format	Concept, activity, and evidence
106 1 Concept + whole group	Same Word, Different Job (whole group). Organizations and institutions in context; when to capitalize and when not to (the United Nations, a local organization). Evidence: exit slip.
107 2 Concept + distractors	Contrast correct and incorrect choices for this step. Add distractor analysis: explain why the wrong answer looks right. Fresh item exit.
108 3 Partners / small group	Capital Switch (partners). New round with examples from the current progression step. Teacher circulates and records.
109 4 Independent worksheet	Show what you understand: complete the independent practice page. Apply the current skill to a sentence or short text.
110 5 Fresh check + transfer	Fresh check of the current skill plus one item from an earlier step. Transfer: connect to the current Section 50 writing lesson. Record evidence.
111 6 Apply + extend	Apply the current capitalization skill to a new text or writing sample. Extend thinking with a cross-section connection. Optional: differentiation station.

Cycle 23 | S4A | Section 4 formal assessment

about Week 19: C4 M3

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

Cycle 24 | S5.1 | Commas in compound and complex sentences (after a subordinat

about Week 20: C4 M4

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

Cycle 25 | S5.2 | Quotation marks in dialogue

about Week 21: C5 M1

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

Cycle 26 | S5.3 | Italics and underlining for titles of books and major works

about Week 22: C5 M2

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

Cycle 27 | S5A | Section 5 formal assessment

about Week 23: C5 M3

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

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

about Week 24: C5 M4

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

Cycle 29 | S6.2 | Compound and complex sentences

about Week 25: C6 M1

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

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

about Week 25: C6 M1

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

Cycle 31 | S6A | Section 6 formal assessment

about Week 26: C6 M2

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

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

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

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

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

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

about Week 29: C7 M1

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

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

about Week 30: C7 M2

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

Cycle 36 | S7A | Section 7 formal assessment

about Week 31: C7 M3

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

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

about Week 31: C7 M3

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

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

about Week 32: C7 M4

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

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

about Week 33: C8 M1

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

Cycle 40 | S8A | Section 8 formal assessment

about Week 34: C8 M2

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

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

about Week 35: C8 M3

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

Cycle 42 | S9.2 | Idioms, hyperbole, personification, and onomatopoeia in cont

about Week 36: C8 M4

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

IMPLEMENTATION GUIDE

Evidence tracker for the next lesson

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

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

IMPLEMENTATION GUIDE

Sources, resource keys, and scope boundaries

This guide references the following Grade 5 materials from The Writing Academy, LLC:

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

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