

4th Grade Communication Arts Alignment Chart

Essential Learnings are in ***bold italicized*** print.

Week	Writing			Making Meaning	Spelling
	Writing Learning Goal(s): Narrative & Descriptive Writing; Audience & Purpose Writing MIG 3A & 3E	6 + 1 Writing Traits Focus: Ideas; Organization; Word Choice MIG 1A	Conventions Learning Goal(s): Verb Agreement; Proper Nouns (holidays, counties, and countries) MIG 2B & 2D	Reading Learning Goal(s):* T-S Connections; Text Features; Questioning MIG 1E & 1G, 2A	Spelling Learning Goal(s): Spelling strategies & patterns MIG 2E
1	<p><i>In order to establish Writers Workshop norms it is suggested that the first three weeks draw procedural lessons from Units of Study Book 1. If needed, writing process lessons should be drawn from Write Source -The Writing Process and/or Write Traits.</i></p>			<i>Text-to-Self Connections.</i> <i>A Bad Case of the Stripes and The Old Woman Who Named Things.</i>	Benchmark Assessment
2				<i>Text-to-self Connections.</i> <i>Song and Dance Man.</i>	Short Vowel Sounds
3				<i>Text-to-Self Connections.</i> <i>Babushka Baba Yaga</i>	Short vowels (two-syllable words)
4	Paragraph Writing. Write Source pages 51-60 and/or Units of Study Book 2 Mid-teaching points pages 37 and 50 (to be determined by teacher based on instructional need).	Organization. Write Traits pages 20-37 and/or Write Source page 458-461 (to be determined by teacher based on instructional need).	Proper Nouns. Write Source pages 408, 508-512 and/or Write Source Skills book p. 135 (to be determined by teacher based on instructional need. Instruction in other conventions may be addressed through small groups and/or conferencing).	Explore expository text structure. <i>Digging Up Tyrannosaurus Rex.</i>	Long Vowels (final y)
5	Narrative Writing. Write Source pages 83-124 and/or Units of Study Book 2 sessions 8-14 (to be determined by teacher based on instructional need). Narrative weeks 5-7	Word Choice. Write Traits pages 56-73 and/or Write Source pages 464-466 (to be determined by teacher based on instructional need).	Verbs. Write Source pages 416-422, 582-589 and/or Write Source Skills Book pages 161-162 (to be determined by teacher based on instructional need. Instruction in other conventions may be addressed through small groups and/or conferencing).	Questioning and Schema. <i>Slinky Scaly Slithery Snakes</i>	Long Vowels (e marker)
6				Individual Comprehension Assessment	Long Vowels (silent letter patterns)
7	Descriptive Writing. Write Source pages 63-80 and/or Units of Study Book 2 sessions 1-7 (to be determined by teacher based on instructional need). Descriptive weeks 8-10	Ideas. Write Traits pages 2-19 and/or Write Source pages 454-456 (to be determined by teacher based on instructional need).	Verbs. Write Source pages 416-422, 582-589 and/or Write Source Skills Book pages 161-162 (to be determined by teacher based on instructional need. Instruction in other conventions may be addressed through small groups and/or conferencing).	Questioning and Schema. <i>Animal Senses</i>	Silent Consonant Patterns
8		Apply all three of the preceding writing traits.		Questioning and Schema. <i>Animal Senses.</i>	R-Controlled Vowels
9				Explore narrative text structure (character, setting, and plot). <i>Thunder Cake and The Dragon Takes a Wife</i>	Diphthongs

* For instruction in MIGs not addressed by Making Meaning, please refer to Section III of the Curriculum Guide.

4th Grade Communication Arts Alignment Chart

Essential Learnings are in ***bold italicized*** print.

Week	Writing			Making Meaning	Spelling	
	Writing Learning Goal(s): Audience & Purpose Writing Letters; Persuasive Writing MIG 3E & 3C	6 + 1 Writing Traits Focus: Conventions; Voice; Sentence Fluency MIG 1A	Conventions Learning Goal(s): Commas (greetings & closings, series, between city and state, compound sentences); Apostrophes (contractions, singular possessives) MIG 2C	Reading Learning Goal(s):* Questioning; Text Features; Infer; Visualizing MIG 1E & 2A	Spelling Learning Goal(s): Spelling strategies & patterns MIG 2E	
2 nd Quarter	10	<i>Descriptive Writing</i> continued	<i>Conventions</i> . Write Source Proofreader's Guide pages 479-527 (to be determined by teacher based on instructional need).	<i>Commas</i> . Write Source page 482; Write Source Skills Book pages 5-16 (to be determined by teacher based on instructional need. Instruction in other conventions may be addressed through small groups and/or conferencing).	<i>Explore text structure (character, setting, plot, and conflict)</i> . <i>Chicken Sunday</i>	Plurals (-s,-es,y.to i)
	11	<i>Letters</i> Write Source pages 247, 476-477, 488 (to be determined by teacher based on instructional need). * friendly * business * thank-you	<i>Voice</i> . Write Traits pages 38-55; Write Source page 462-463 (to be determined by teacher based on instructional need).		<i>Explore text structure</i> . <i>Mirette on the High Wire</i>	Past Tense
	12				<i>Questioning and schema, explore narrative text structure</i> . <i>The Bat Boy and His Violin, and Teammates</i> .	Compound Words
	13				<i>Questioning and schema, explore narrative text structure</i> . <i>Basket Moon</i> .	Double Consonants (before endings)
	14				<i>Questioning and schema, explore narrative text structure</i> . <i>The Memory Coat</i>	Prefixes and Suffixes
	15	<i>Persuasive Writing</i> . Write Source pages 195-236 (to be determined by teacher based on instructional need). * letters * various forms of text (paragraph, event flyer, brochure, magazine ad, editorial)	<i>Sentence Fluency</i> . Write Traits pages 74-91; Write Source page 168-171; 470-472 (to be determined by teacher based on instructional need).	<i>Apostrophes</i> . Write Source page 490; Write Source Skills Book pages 19-22 (to be determined by teacher based on instructional need. Instruction in other conventions may be addressed through small groups and/or conferencing).	Individual Comprehension Assessment; IDR Conference Week	Derivations and Relations
	16				<i>Questioning and understanding text structure (inferring)</i> . <i>Hurricane</i>	Consonant Blends
	17				<i>Making Inferences</i> . <i>Sami and the Time of the Troubles</i>	Comparatives and Superlatives
	18				<i>Make Inferences and Visualize</i> . <i>My Man Blue</i> .	Homonyms
	19		Apply all three of the preceding writing traits.			Review (Lessons 2 - 18)

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4th Grade Communication Arts Alignment Chart

Essential Learnings are in ***bold italicized*** print.

Week	Writing			Making Meaning	Spelling	
	Writing Learning Goal(s): Expository Writing; Note Taking & Summarizing; MIG 3C, 3B, & 3D	6 + 1 Writing Traits Focus: Ideas; Organization; Conventions; Presentation MIG 1A	Conventions Learning Goal(s): Conjunctions; Compound Sentences; Four Sentence Types (Declarative, Imperative, Interrogative, Exclamatory) MIG 2F & 2D	Reading Learning Goal(s):* Infer; Text Features; Access Prior Knowledge; Determining Importance MIG 1D, 1E, & 2A	Spelling Learning Goal(s): Spelling strategies & patterns MIG 2E	
3 rd Quarter	20	Expository Writing. Write Source pages 139-180 and/or Units of Study Book 3 sessions 1-9 (to be determined by teacher based on instructional need).	Ideas. Write Source page 160; 454-456 (to be determined by teacher based on instructional need).	Individual Comprehension Assessment	Benchmark Assessment	
	21			Conjunctions. Write Source page 600; Write Source Skills Book pages 177-181 (to be determined by teacher based on instructional need. Instruction in other conventions may be addressed through small groups and/or conferencing).	Make Inferences, Use text structure. <i>Amelia's Road</i>	Complex Vowel Patterns
	22		Organization. Write Source page 458, 461, 161 (to be determined by teacher based on instructional need).	Compound Sentences. Write Source pages 168-171; Write Source Skills Book pages 79, 109-111, 119-122 (to be determined by teacher based on instructional need. Instruction in other conventions may be addressed through small groups and/or conferencing).	Make Inferences, Use text structure. <i>Peppe the Lamplighter</i>	Preconsonant Nasals
	23		Conventions. Write Traits pages 192-111 and/or Write Source Proofreader's Guide pages 479-602 (to be determined by teacher based on instructional need).		Make Inferences, Use schema. <i>Coming to America</i>	Vowel Alterations
	24		Note taking and summarizing Write Source pages 387-390 and/or Units of Study Book 3 Session 10 (to be determined by teacher based on instructional need. May also be addressed earlier through Reading Journals)	Four Sentence Types. Write Source pages 441-444; Write Source Skills Book pages 115-117 (to be determined by teacher based on instructional need. Instruction in other conventions may be addressed through small groups and/or conferencing).	Make Inferences. <i>A Picture Book of Harriet Tubman</i>	Doubled Consonants (a syllable juncture)
	25				Individual Comprehension Assessment; IDR Conference Week	R-controlled Vowels
	26				Presentation. Write Source pages 474-478 (to be determined by teacher based on instructional need).	Make inferences, important and supporting ideas. <i>Flight</i>
	27		Apply all four of the preceding writing traits.		Make inferences, Think about important and supporting ideas. <i>A Picture Book of Amelia Earhart</i>	Review (Lessons 21 - 26)
28	Think about important and supporting ideas, build summaries. <i>In My Own Backyard</i>	Prefixes and Suffixes				

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4th Grade Communication Arts Alignment Chart

Essential Learnings are in ***bold italicized*** print.

4 th Quarter	Week	Writing			Making Meaning	Spelling
		Writing Learning Goal(s): Informational Reports MIG 3E	6 + 1 Writing Traits Focus: Ideas; Word Choice; Voice; Organization; Sentence Fluency; Conventions; Presentation MIG 1A	Conventions Learning Goal(s):	Reading Learning Goal(s):* Summarize; Determining Importance MIG 1E & 1F	Spelling Learning Goal(s): Spelling strategies & patterns MIG 2E
	29	Informational Reports. Write Source pages 321-361 and/or Units of Study Book 3 sessions 11-17 (to be determined by teacher based on instructional need).	Apply all 6 + 1 Traits of Writing.	Apply conventions instruction from first three quarters (extracurricular instructional opportunities from Write Source include: Quotation marks, Abbreviations; Adjectives; Plural Possessives, etc.).	Exploring Ideas, Summarizing. Home Place	Doubled Consonants (at syllable juncture)
	30				Think about important ideas, Summarize. A Picture Book of Rosa Parks	Irregular Plurals
	31				Think about supporting ideas, Summarize	Compound Words
	32				Individual Student Assessment; IDR Conference Week & Reflection Unit 7	Homonyms
	33				To be determined by teacher.	Dictionary Terms Contractions
	34	To be determined by teacher (extracurricular instructional opportunities include Write Source Creative Writing pages 299-318 and/or Units of Study Books 4-6).				
	35					Review (Lessons 28 - 34)
	36					Benchmark Assessment
	37					To be determined by teacher.

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