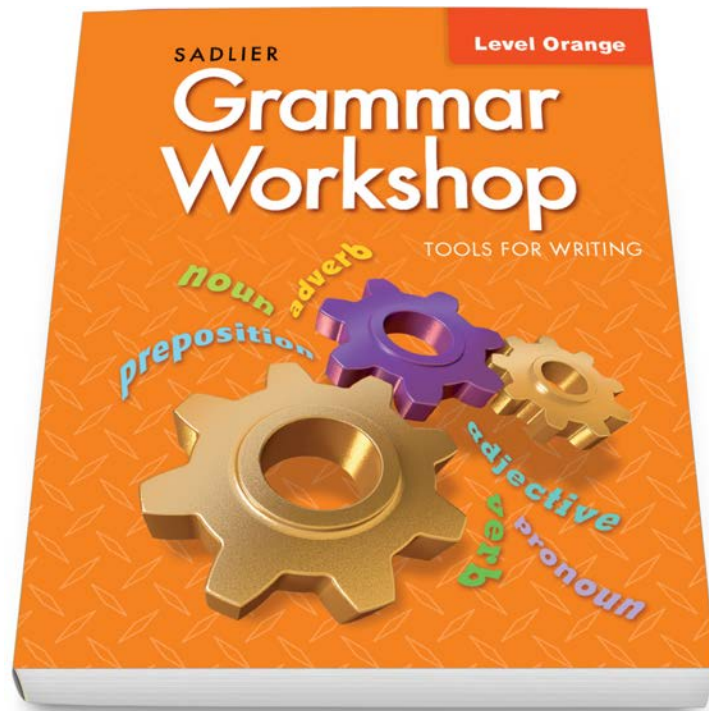


Grammar Workshop

Tools for Writing

Correlation to the 2021 Alabama Course of Study
English Language Arts

Grade 4



GRADE 4 CORRELATED CONTENT

Recurring Standards

Recurring Standards for Grades 4-5..... 2

Grade 4 Content Standards

Literacy Foundations..... 4

Fluency

Vocabulary

Writing

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Grades 4–5 Recurring Standards

RECURRING STANDARDS

GRADES 4-5 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS	GRAMMAR WORKSHOP: TOOLS FOR WRITING, LEVEL ORANGE/GR. 4
<p>Students will:</p> <p>R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.</p>	<p>STUDENT EDITION Grammar for Writing</p> <ul style="list-style-type: none"> • Talk About It: Discuss (students express their own ideas while discussing various topics)—SE pp. 39, 59, 111, 159, 191, 235 <p>TEACHER'S EDITION Lesson Plans</p> <ul style="list-style-type: none"> • Follow-Up <ul style="list-style-type: none"> ◦ ELL (students listen/respond to verbal cues)—TE pp. T18, T19, T20, T21 (correct intonation/punctuation cues), T28, T29, T30, T31 (read aloud), T34, T37, T39, T41 (intonation), T43, T44 (read with expression), T45 (oral sentences) <p>Unit Reviews</p> <ul style="list-style-type: none"> • Using Grammar for Writing <ul style="list-style-type: none"> ◦ Talk About It (students discuss their writing using the grammatical structures emphasized in the review)—TE pp. T21, T24, T30, T36, T40, T46
<p>R2. Use context clues to determine meanings of unfamiliar spoken or written words.</p>	<p>TEACHER'S EDITION Lesson Plans</p> <ul style="list-style-type: none"> • Follow-Up: ELL (use context clues)—TE pp. T23, T32
<p>R3. Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively.</p>	<p>Related content</p> <p>ONLINE RESOURCES Each Lesson</p> <ul style="list-style-type: none"> • Additional Practice Worksheet • Interactive Activities • Interactive Practice Quiz <p>Each Unit</p> <ul style="list-style-type: none"> • Proofreading Practice <p>Student Resources</p> <ul style="list-style-type: none"> • Proofreading Checklist • Test-Taking Strategies • Writing Rubric
<p>R5. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.</p>	<p>STUDENT EDITION Writing Process Handbook</p> <ul style="list-style-type: none"> • Planning—SE pp. 237–241 <ol style="list-style-type: none"> Choosing a Topic Choosing a Genre Choosing a Purpose Choosing an Audience Collecting Details and Evidence <p style="text-align: right;"><i>continued</i></p>

RECURRING STANDARDS

GRADES 4-5 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS	GRAMMAR WORKSHOP: TOOLS FOR WRITING, LEVEL ORANGE/GR. 4
	<ul style="list-style-type: none"> • Drafting—SE pp. 242–244 <ul style="list-style-type: none"> A. Planning a Draft B. Writing a Draft • Revising—SE pp. 244–246 <ul style="list-style-type: none"> A. Doing a Peer Review B. Revising a Draft • Editing—SE pp. 247–249 <ul style="list-style-type: none"> A. Checking Your Draft • Producing, Publishing, and Presenting—SE pp. 250–251 <ul style="list-style-type: none"> A. Making a Presentation B. Reflecting On Your Writing <p>TEACHER EDITION</p> <p>Lesson Plans</p> <ul style="list-style-type: none"> • Writing Process Handbook—TE p. T46 <p>See also lesson activities</p> <p>STUDENT EDITION</p> <p>Write Your Own</p> <ul style="list-style-type: none"> • Proofreading Checklist—SE pp. 11, 15, 31, 51, 55, 59, 63, 79, 83, 87, 91, 95, 99, 103, 107, 123, 127, 131, 135, 143, 147, 151, 167, 179, 187, 199, 203, 207, 215, 219, 223, 227, 231 <p>Grammar for Writing</p> <ul style="list-style-type: none"> • Proofreading Practice—SE pp. 38, 58, 110, 190, 234 • Write About It/Check It Out! (revise/edit/proofread)—SE pp. 39, 59, 111, 191, 235 <p>ONLINE RESOURCES</p> <p>Each Lesson</p> <ul style="list-style-type: none"> • Additional Practice Worksheet • Interactive Activities • Interactive Practice Quiz <p>Each Unit</p> <ul style="list-style-type: none"> • Proofreading Practice <p>Student Resources</p> <ul style="list-style-type: none"> • Proofreading Checklist
<p>R6. Assess the formality of occasions in order to speak or write using appropriate language and tone.</p>	<p>STUDENT EDITION</p> <p>Write</p> <ul style="list-style-type: none"> • Write Your Own (formal/informal language and tone)—SE pp. 147, 187, 215 (informal script), 223 (conversations) <p>TEACHER EDITION</p> <p>Best Practices for Teaching Grammar</p> <ul style="list-style-type: none"> • Difference between formal/informal writing (formal/informal writing; oral/written language)—TE p. T10 <p>Lesson Plans</p> <ul style="list-style-type: none"> • Lesson 42 Writing Sentences Correctly: Teach/Model (read aloud to emphasize tone of sentence signaled by end punctuation)—TE p. T41

Grade 4 Content Standards

LITERACY FOUNDATIONS

Fluency

GRADE 4 CONTENT STANDARDS

GRAMMAR WORKSHOP: TOOLS FOR WRITING, LEVEL ORANGE/GR. 4

Students will:

EXPRESSION | WRITING

8. Write routinely and independently in response to text.

STUDENT EDITION

Write

- **Write Your Own** (write in response to the student writing example on the preceding page)—SE pp. 11, 51, 55, 79, 83, 87, 91, 95, 99, 103, 107, 123, 127, 131, 135, 143, 147, 151, 167, 179, 187, 199, 203, 207, 215, 219, 223, 227, 231

Grammar for Writing

- **Write About It** (write about the reading selection on the preceding page/cite details from the text)—SE pp. 39, 59, 111, 191, 235

Vocabulary

GRADE 4 CONTENT STANDARDS

GRAMMAR WORKSHOP: TOOLS FOR WRITING, LEVEL ORANGE/GR. 4

Students will:

EXPRESSION | WRITING

11. Use commonly misused words correctly in writing.

STUDENT EDITION

Unit 6 Capitalization, Punctuation, and Spelling

- **Lesson 50 Words Often Misspelled**—SE pp. 224–227/TE p. T45
- **Lesson 51 Words Often Confused**—SE pp. 228–231/TE p. T45
- **Unit 6 Review**—SE pp. 232–233/TE p. T46
- **Unit 6 Grammar for Writing**—SE pp. 234–235/TE p. T46

Writing

GRADE 4 CONTENT STANDARDS

GRAMMAR WORKSHOP: TOOLS FOR WRITING, LEVEL ORANGE/GR. 4

Students will:

RECEPTION | READING

33. Use research to produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- a. Introduce a research topic clearly and group related ideas.

continued

STUDENT EDITION

Writing Process Handbook

- **Planning**—SE p. 241
 - E. Collecting Details and Evidence
 - Go to local library or use online resources/talk to people who know about your topic
 - Take notes
 - Organize details/use a graphic organizer

continued

LITERACY FOUNDATIONS

Writing

GRADE 4 CONTENT STANDARDS	GRAMMAR WORKSHOP: TOOLS FOR WRITING, LEVEL ORANGE/GR. 4
<ul style="list-style-type: none"> b. Integrate and cite evidence to present research findings in written form. c. Paraphrase portions of texts or information presented in diverse media and formats. 	<ul style="list-style-type: none"> ◦ Planning Checklist (Do I have enough details and evidence to write about my topic?)
<p>EXPRESSION WRITING</p> <p>34. Write fluently and legibly in cursive, using correctly formed letters with appropriate spacing.</p>	<p>Students practice and demonstrate their ability to write fluently and legibly in cursive when completing exercises throughout the program.</p>
<p>EXPRESSION WRITING</p> <p>35. Write personal or fictional narratives using a logical plot, transitional words and phrases, sensory details, and dialogue, and providing a sense of closure.</p>	<p>STUDENT EDITION</p> <p>Write</p> <ul style="list-style-type: none"> • Write Your Own (write a story/story ending)—SE pp. 95, 103 <p>Grammar for Writing</p> <ul style="list-style-type: none"> • Write About It (write a story)—SE pp. 39, 191 <p>Writing Process Handbook</p> <ul style="list-style-type: none"> • Planning—SE pp. 237–241 <ul style="list-style-type: none"> A. Choosing a Topic B. Choosing a Genre C. Choosing a Purpose D. Choosing an Audience E. Collecting Details and Evidence • Drafting—SE pp. 242–244 <ul style="list-style-type: none"> A. Planning a Draft B. Writing a Draft • Revising—SE pp. 244–246 <ul style="list-style-type: none"> A. Doing a Peer Review B. Revising a Draft • Editing—SE pp. 247–249 <ul style="list-style-type: none"> A. Checking Your Draft • Producing, Publishing, and Presenting—SE pp. 250–251 <ul style="list-style-type: none"> A. Making a Presentation B. Reflecting On Your Writing <p>TEACHER EDITION</p> <p>Lesson Plans</p> <ul style="list-style-type: none"> • Follow-Up: Writing (imagined conversation)—TE p. T43 • Writing Process Handbook—TE p. T46 <p>ONLINE RESOURCES</p> <p>Student Resources</p> <ul style="list-style-type: none"> • Writing Rubric (self-assessment/student & teacher scoring) <ul style="list-style-type: none"> ◦ Response ◦ Organization ◦ Text Evidence ◦ Language ◦ Spelling and Conventions

LITERACY FOUNDATIONS

Writing

GRADE 4 CONTENT STANDARDS

GRAMMAR WORKSHOP: TOOLS FOR WRITING, LEVEL ORANGE/GR. 4

EXPRESSION | WRITING

36. Write informative or explanatory text about a topic using sources, incorporating academic vocabulary, and including an introduction, facts, details with elaboration, and a conclusion.

STUDENT EDITION

Write

- **Write Your Own** (informative text)—SE pp. 199, 219, 227, 231

Grammar for Writing

- **Write About It** (informative text)—SE pp. 59, 111, 235

Writing Process Handbook

- **Planning**—SE pp. 237–241
 - A. Choosing a Topic
 - B. Choosing a Genre
 - C. Choosing a Purpose
 - D. Choosing an Audience
 - E. Collecting Details and Evidence
- **Drafting**—SE pp. 242–244
 - A. Planning a Draft
 - B. Writing a Draft
- **Revising**—SE pp. 244–246
 - A. Doing a Peer Review
 - B. Revising a Draft
- **Editing**—SE pp. 247–249
 - A. Checking Your Draft
- **Producing, Publishing, and Presenting**—SE pp. 250–251
 - A. Making a Presentation
 - B. Reflecting On Your Writing

TEACHER EDITION

Lesson Plans

- **Follow-Up: Writing** (informative text)—TE pp. T18, T19, T22, T23, T23, T24, T25, T26, T28, T28, T29, T29, T30, T31, T32, T33, T33, T34, T34, T35, T36, T37, T37, T38, T38, T39, T39, T40, T41, T42, T42, T43, T44, T44
- **Writing Process Handbook**—TE p. T46

ONLINE RESOURCES

Student Resources

- **Writing Rubric** (self-assessment/student & teacher scoring)
 - Response
 - Organization
 - Text Evidence
 - Language
 - Spelling and Conventions

LITERACY FOUNDATIONS

Writing

GRADE 4 CONTENT STANDARDS

EXPRESSION | WRITING

37. Write an argument to persuade the reader to take an action or adopt a position, using an introduction, logical reasoning supported by evidence from relevant sources, and linking words to connect their argument to the evidence.

GRAMMAR WORKSHOP: TOOLS FOR WRITING, LEVEL ORANGE/GR. 4

STUDENT EDITION

Write

- **Write Your Own** (write a review/state opinion)—SE pp. 135, 147, 187

Grammar for Writing

- **Write About It** (opinion)—SE p. 159

Writing Process Handbook

- **Planning**—SE pp. 237–241
 - A. Choosing a Topic
 - B. Choosing a Genre
 - C. Choosing a Purpose
 - D. Choosing an Audience
 - E. Collecting Details and Evidence
- **Drafting**—SE pp. 242–244
 - A. Planning a Draft
 - B. Writing a Draft
- **Revising**—SE pp. 244–246
 - A. Doing a Peer Review
 - B. Revising a Draft
- **Editing**—SE pp. 247–249
 - A. Checking Your Draft
- **Producing, Publishing, and Presenting**—SE pp. 250–251
 - A. Making a Presentation
 - B. Reflecting On Your Writing

TEACHER EDITION

Lesson Plans

- **Follow-Up: Writing** (favorite experience/activity)—TE pp. T20, T35
- **Writing Process Handbook**—TE p. T46

ONLINE RESOURCES

Student Resources

- **Writing Rubric** (self-assessment/student & teacher scoring)
 - Response
 - Organization
 - Text Evidence
 - Language
 - Spelling and Conventions

LITERACY FOUNDATIONS

Writing

GRADE 4 CONTENT STANDARDS

GRAMMAR WORKSHOP: TOOLS FOR WRITING, LEVEL ORANGE/GR. 4

EXPRESSION | WRITING

38. Compose complete sentences with correct subject-verb agreement, punctuation, and usage.

STUDENT EDITION/TEACHER'S EDITION

Unit 1 Sentences

- Lesson 1 Kinds of Sentences—SE pp. 8–11/TE p. T18
- Lesson 2 Complete Subjects and Predicates—SE pp. 12–15/TE p. T18
- Lesson 3 Simple Subjects—SE pp. 16–19/TE p. T19
- Lesson 4 Simple Predicates—SE pp. 20–23/TE p. T19
- Lesson 5 Compound Sentences—SE pp. 24–27/TE p. T20
- Lesson 6 Complex Sentences—SE pp. 28–31/TE p. T20
- Lesson 7 Correcting Fragments and Run-ons—SE pp. 32–35/TE p. T21
- Unit 1 Review—SE pp. 36–37/TE p. T21
- Unit 1 Grammar for Writing—SE pp. 38–39/TE p. T21

Unit 2 Nouns

- Lesson 8 Common and Proper Nouns—SE pp. 40–43/TE p. T22
- Lesson 9 Singular and Plural Nouns—SE pp. 44–47/TE p. T22
- Lesson 10 Irregular Plural Nouns—SE pp. 48–51/TE p. T23
- Lesson 11 Possessive Nouns—SE pp. 52–55/TE p. T23
- Unit 2 Review—SE pp. 56–57/TE p. T24
- Unit 2 Grammar for Writing—SE pp. 58–59/TE p. T24

Unit 3 Verbs

- Lesson 12 Action Verbs—SE pp. 60–63/TE p. T24
- Lesson 13 Present-Tense Verbs—SE pp. 64–67/TE p. T25
- Lesson 14 More Present-Tense Verbs—SE pp. 68–71/TE p. T25
- Lesson 15 Past-Tense Verbs—SE pp. 72–75/TE p. T26
- Lesson 16 Future-Tense Verbs—SE pp. 76–79/TE p. T26
- Lesson 17 Linking Verbs—SE pp. 80–83/TE p. T27
- Lesson 18 Main Verbs and Helping Verbs—SE pp. 84–87/TE p. T27
- Lesson 19 Using Helping Verbs—SE pp. 88–91/TE p. T28
- Lesson 20 Progressive Forms of Verbs—SE pp. 92–95/TE p. T28
- Lesson 21 Irregular Verbs—SE pp. 96–99/TE p. T29
- Lesson 22 More Irregular Verbs—SE pp. 100–103/TE p. T29
- Lesson 23 Contractions with *Not*—SE pp. 104–107/TE p. T30
- Unit 3 Review—SE pp. 108–109/TE p. T30
- Unit 3 Grammar for Writing—SE pp. 110–111/TE p. T30

Unit 4 Adjectives, Adverbs, and Prepositions

- Lesson 24 Adjectives—SE pp. 112–115/TE p. T31
- Lesson 25 *A, An, The*—SE pp. 116–119/TE p. T31
- Lesson 26 Demonstrative Adjectives—SE pp. 120–123/TE p. T32
- Lesson 27 Comparing with Adjectives—SE pp. 124–127/TE p. T32

continued

LITERACY FOUNDATIONS

Writing

GRADE 4 CONTENT STANDARDS

GRAMMAR WORKSHOP: TOOLS FOR WRITING, LEVEL ORANGE/GR. 4

- **Lesson 28 Comparing with *More* and *Most***—SE pp. 128-131/TE p. T33
- **Lesson 29 Comparing with *Good* and *Bad***—SE pp. 132-135/TE p. T33
- **Lesson 30 Adverbs**—SE pp. 136-139/TE p. T34
- **Lesson 31 Comparing with Adverbs**—SE pp. 140-143/TE p. T34
- **Lesson 32 Using *Good* and *Well***—SE pp. 144-147/TE p. T35
- **Lesson 33 Negatives**—SE pp. 148-151/TE p. T35
- **Lesson 34 Prepositions and Prepositional Phrases**—SE pp. 152-155/TE p. T36
- **Unit 4 Review**—SE pp. 156-157/TE p. T36
- **Unit 4 Grammar for Writing**—SE pp. 158-159/TE p. T36

Unit 5 Pronouns

- **Lesson 35 Subject Pronouns**—SE pp. 160-163/TE p. T37
- **Lesson 36 Pronoun-Verb Agreement**—SE pp. 164-167/TE p. T37
- **Lesson 37 Object Pronouns**—SE pp. 168-171/TE p. T38
- **Lesson 38 Using *I* and *Me***—SE pp. 172-175/TE p. T38
- **Lesson 39 Possessive Pronouns**—SE pp. 176-179/TE p. T39
- **Lesson 40 Relative Pronouns and Relative Adverbs**—SE pp. 180-183/TE p. T39
- **Lesson 41 Contractions with Pronouns**—SE pp. 184-187/TE p. T40
- **Unit 5 Review**—SE pp. 188-189/TE p. T40
- **Unit 5 Grammar for Writing**—SE pp. 190-191/TE p. T40

Unit 6 Capitalization, Punctuation, and Spelling

- **Lesson 42 Writing Sentences Correctly**—SE pp. 192-195/TE p. T41
- **Lesson 43 Capitalizing Proper Nouns**—SE pp. 196-199/TE p. T41
- **Lesson 44 Abbreviations**—SE pp. 200-203/TE p. T42
- **Lesson 45 Titles**—SE pp. 204-207/TE p. T42
- **Lesson 46 Commas in a Series**—SE pp. 208-211/TE p. T43
- **Lesson 47 More Commas**—SE pp. 212-215/TE p. T43
- **Lesson 48 Parts of a Letter**—SE pp. 216-219/TE p. T44
- **Lesson 49 Quotations**—SE pp. 220-223/TE p. T44
- **Lesson 50 Words Often Misspelled**—SE pp. 224-227/TE p. T45
- **Lesson 51 Words Often Confused**—SE pp. 228-231/TE p. T45
- **Unit 6 Review**—SE pp. 232-233/TE p. T46
- **Unit 6 Grammar for Writing**—SE pp. 234-235/TE p. T46

ONLINE RESOURCES

Each Lesson

- Additional Practice Worksheet

continued

LITERACY FOUNDATIONS

Writing

GRADE 4 CONTENT STANDARDS	GRAMMAR WORKSHOP: TOOLS FOR WRITING, LEVEL ORANGE/GR. 4
	<ul style="list-style-type: none"> • Interactive Activities • Interactive Practice Quiz <p>Each Unit</p> <ul style="list-style-type: none"> • Proofreading Practice <p>Student Resources</p> <ul style="list-style-type: none"> • Proofreading Checklist • Writing Rubric (self-assessment/student & teacher scoring) <ul style="list-style-type: none"> ○ Response ○ Organization ○ Text Evidence ○ Language ○ Spelling and Conventions <p>STUDENT EDITION</p> <p>Write</p> <ul style="list-style-type: none"> • Write Your Own (end-of-lesson writing exercises)—SE pp. 11, 15, 31, 51, 55, 63, 79, 83, 87, 91, 95, 99, 103, 123, 127, 131, 135, 143, 147, 167, 179, 187, 199, 203, 207, 215, 219, 223, 227, 231 <p>Grammar for Writing</p> <ul style="list-style-type: none"> • Write About It (end-of-unit writing assignments)—SE pp. 39, 59, 111, 159, 191, 235
<p>a. Order adjectives within sentences according to conventional patterns.</p> <p><i>Example: a small red bag rather than a red small bag</i></p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Unit 4 Adjectives, Adverbs, and Prepositions</p> <ul style="list-style-type: none"> • Lesson 24 Adjectives (order adjectives)—SE pp. 112-115/TE p. T31 • Unit 4 Review—SE pp. 156-157/TE p. T36 • Unit 4 Grammar for Writing—SE pp. 158-159/TE p. T36 <p>ONLINE RESOURCES</p> <p>Each Lesson</p> <ul style="list-style-type: none"> • Additional Practice Worksheet • Interactive Activities • Interactive Practice Quiz
<p>b. Form and use prepositional phrases and conjunctions.</p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Unit 1 Sentences</p> <ul style="list-style-type: none"> • Lesson 5 Compound Sentences (coordinating conjunctions)—SE pp. 24-27/TE p. T20 • Lesson 6 Complex Sentences (subordinating conjunctions)—SE pp. 28-31/TE p. T20 • Unit 1 Review—SE pp. 36-37/TE p. T21 • Unit 1 Grammar for Writing—SE pp. 38-39/TE p. T21 <p>Unit 4 Adjectives, Adverbs, and Prepositions</p> <ul style="list-style-type: none"> • Lesson 34 Prepositions and Prepositional Phrases—SE pp. 152-155/TE p. T36 <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Writing

GRADE 4 CONTENT STANDARDS

GRAMMAR WORKSHOP: TOOLS FOR WRITING, LEVEL ORANGE/GR. 4

	<ul style="list-style-type: none"> • Unit 4 Review—SE pp. 156-157/TE p. T36 • Unit 4 Grammar for Writing—SE pp. 158-159/TE p. T36 <p>ONLINE RESOURCES</p> <p>Each Lesson</p> <ul style="list-style-type: none"> • Additional Practice Worksheet • Interactive Activities • Interactive Practice Quiz <p>See also</p> <p>STUDENT EDITION</p> <p>Write</p> <ul style="list-style-type: none"> • Combining Sentences (use conjunctions)—SE pp. 19, 23, 27, 47, 71, 115, 175, 183, 211
<p>c. Recognize and correct sentence fragments and run-on sentences.</p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Unit 1 Sentences</p> <ul style="list-style-type: none"> • Lesson 7 Correcting Fragments and Run-ons—SE pp. 32-35/TE p. T21 • Unit 1 Review—SE pp. 36-37/TE p. T21 • Unit 1 Grammar for Writing—SE pp. 38-39/TE p. T21 <p>ONLINE RESOURCES</p> <p>Each Lesson</p> <ul style="list-style-type: none"> • Additional Practice Worksheet • Interactive Activities • Interactive Practice Quiz
<p>d. Use commas, apostrophes, and quotation marks correctly.</p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Unit 2 Nouns</p> <ul style="list-style-type: none"> • Lesson 11 Possessive Nouns (apostrophes)—SE pp. 52-55/TE p. T23 • Unit 2 Review—SE pp. 56-57/TE p. T24 • Unit 2 Grammar for Writing—SE pp. 58-59/TE p. T24 <p>Unit 3 Verbs</p> <ul style="list-style-type: none"> • Lesson 23 Contractions with <i>Not</i> (apostrophes)—SE pp. 104-107/TE p. T30 • Unit 3 Review—SE pp. 108-109/TE p. T30 • Unit 3 Grammar for Writing—SE pp. 110-111/TE p. T30 <p>Unit 5 Pronouns</p> <ul style="list-style-type: none"> • Lesson 41 Contractions with Pronouns (apostrophes)—SE pp. 184-187/TE p. T40 • Unit 5 Review—SE pp. 188-189/TE p. T40 • Unit 5 Grammar for Writing—SE pp. 190-191/TE p. T40 <p>Unit 6 Capitalization, Punctuation, and Spelling</p> <ul style="list-style-type: none"> • Lesson 46 Commas in a Series—SE pp. 208-211/TE p. T43 • Lesson 47 More Commas—SE pp. 212-215/TE p. T43 <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Writing

GRADE 4 CONTENT STANDARDS	GRAMMAR WORKSHOP: TOOLS FOR WRITING, LEVEL ORANGE/GR. 4
	<ul style="list-style-type: none"> • Lesson 49 Quotations—SE pp. 220–223/TE p. T44 • Unit 6 Review—SE pp. 232–233/TE p. T46 • Unit 6 Grammar for Writing—SE pp. 234–235/TE p. T46 <p>ONLINE RESOURCES</p> <p>Each Lesson</p> <ul style="list-style-type: none"> • Additional Practice Worksheet • Interactive Activities • Interactive Practice Quiz <p>Student Resources</p> <ul style="list-style-type: none"> • Proofreading Checklist (capitalization and punctuation) <p>STUDENT EDITION</p> <ul style="list-style-type: none"> • Check It Out! (proofread writing assignment for correct spelling, capitalization, and punctuation)—SE pp. 39, 59, 111, 159, 191, 235 <p>TEACHER’S EDITION</p> <ul style="list-style-type: none"> • Proofreading Checklist (capitalization and punctuation)—TE p. T47
<p>e. Use correct capitalization, including familial relations and proper adjectives.</p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Unit 6 Capitalization, Punctuation, and Spelling</p> <ul style="list-style-type: none"> • Lesson 43 Capitalizing Proper Nouns—SE pp. 196–199/TE p. T41 • Lesson 44 Abbreviations—SE pp. 200–203/TE p. T42 • Lesson 45 Titles—SE pp. 204–207/TE p. T42 • Unit 6 Review—SE pp. 232–233/TE p. T46 • Unit 6 Grammar for Writing—SE pp. 234–235/TE p. T46 <p>ONLINE RESOURCES</p> <p>Each Lesson</p> <ul style="list-style-type: none"> • Additional Practice Worksheet • Interactive Activities • Interactive Practice Quiz <p>Student Resources</p> <ul style="list-style-type: none"> • Proofreading Checklist (capitalization and punctuation) <p>STUDENT EDITION</p> <ul style="list-style-type: none"> • Check It Out! (proofread writing assignment for correct spelling, capitalization, and punctuation)—SE pp. 39, 59, 111, 159, 191, 235 <p>TEACHER’S EDITION</p> <ul style="list-style-type: none"> • Proofreading Checklist (capitalization and punctuation)—TE p. T47 <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Writing

GRADE 4 CONTENT STANDARDS

GRAMMAR WORKSHOP: TOOLS FOR WRITING, LEVEL ORANGE/GR. 4

	<p>See also Level Blue/Grade 5</p> <p>STUDENT EDITION/TEACHER'S EDITION Unit 4 Adjectives, Adverbs, Conjunctions, and Prepositions</p> <ul style="list-style-type: none"> • Lesson 29 Adjectives (proper adjectives)—SE pp. 132-135/ ATE p. T33
<p>f. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>STUDENT EDITION/TEACHER'S EDITION Unit 6 Capitalization, Punctuation, and Spelling</p> <ul style="list-style-type: none"> • Lesson 50 Words Often Misspelled (use a dictionary)—SE pp. 224-227/TE p. T45 • Lesson 51 Words Often Confused use a dictionary)—SE pp. 228-231/TE p. T45 • Unit 6 Review—SE pp. 232-233/TE p. T46 • Unit 6 Grammar for Writing—SE pp. 234-235/TE p. T46 <p>ONLINE RESOURCES</p> <p>Each Lesson</p> <ul style="list-style-type: none"> • Additional Practice Worksheet • Interactive Activities • Interactive Practice Quiz <p>Student Resources</p> <ul style="list-style-type: none"> • Proofreading Checklist (spelling) <p>STUDENT EDITION</p> <p>Write</p> <ul style="list-style-type: none"> • Write Your Own (use a dictionary to help with spelling)—SE pp. 15, 31, 91, 95, 135 <p>Grammar for Writing</p> <ul style="list-style-type: none"> • Check It Out! (proofread writing assignment for correct spelling, capitalization, and punctuation)—SE pp. 39, 59, 111, 159, 191, 235 <p>TEACHER'S EDITION</p> <ul style="list-style-type: none"> • Proofreading Checklist (spelling)—TE p. T47
<p>EXPRESSION WRITING</p> <p>39. Demonstrate command of the conventions of standard English grammar and usage.</p>	
<p>a. Use relative pronouns <i>who</i>, <i>whose</i>, <i>which</i>, and <i>that</i>, relative adverbs <i>where</i>, <i>when</i>, and <i>how</i>, and irregular possessive nouns.</p>	<p>STUDENT EDITION/TEACHER'S EDITION Unit 2 Nouns</p> <ul style="list-style-type: none"> • Lesson 10 Irregular Plural Nouns—SE pp. 48-51/TE p. T23 • Lesson 11 Possessive Nouns—SE pp. 52-55/TE p. T23 • Unit 2 Review—SE pp. 56-57/TE p. T24 • Unit 2 Grammar for Writing—SE pp. 58-59/TE p. T24 <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Writing

GRADE 4 CONTENT STANDARDS	GRAMMAR WORKSHOP: TOOLS FOR WRITING, LEVEL ORANGE/GR. 4
	<p>Unit 5 Pronouns</p> <ul style="list-style-type: none"> • Lesson 40 Relative Pronouns and Relative Adverbs—SE pp. 180–183/TE p. T39 • Unit 5 Review—SE pp. 188–189/TE p. T40 • Unit 5 Grammar for Writing—SE pp. 190–191/TE p. T40 <p>ONLINE RESOURCES</p> <p>Each Lesson</p> <ul style="list-style-type: none"> • Additional Practice Worksheet • Interactive Activities • Interactive Practice Quiz
<p>b. Form and use the progressive verb tenses. <i>Examples: I was walking, I am walking</i></p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Unit 3 Verbs</p> <ul style="list-style-type: none"> • Lesson 20 Progressive Forms of Verbs—SE pp. 92–95/TE p. T28 • Unit 3 Review—SE pp. 108–109/TE p. T30 • Unit 3 Grammar for Writing—SE pp. 110–111/TE p. T30 <p>ONLINE RESOURCES</p> <p>Each Lesson</p> <ul style="list-style-type: none"> • Additional Practice Worksheet • Interactive Activities • Interactive Practice Quiz
<p>c. Use modal auxiliaries to convey various conditions. <i>Examples: can, may, must</i></p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Unit 3 Verbs</p> <ul style="list-style-type: none"> • Lesson 18 Main Verbs and Helping Verbs (modal auxiliaries/conditional verbs: <i>can, may, must, should, will</i>)—SE pp. 84–87/TE p. T27 • Unit 3 Review—SE pp. 108–109/TE p. T30 • Unit 3 Grammar for Writing—SE pp. 110–111/TE p. T30 <p>ONLINE RESOURCES</p> <p>Each Lesson</p> <ul style="list-style-type: none"> • Additional Practice Worksheet • Interactive Activities • Interactive Practice Quiz
<p>EXPRESSION WRITING</p> <p>40. Compose friendly and formal letters using appropriate elements, including date, greeting, body, and a signature.</p> <p>a. Write return address and mailing address in the proper locations on an envelope.</p>	<p>STUDENT EDITION/TEACHER EDITION</p> <p>Unit 6 Capitalization, Punctuation, and Spelling</p> <ul style="list-style-type: none"> • Lesson 48 Parts of a Letter (write a friendly or business letter)—SE pp. 216–219/TE p. T44 • Unit 6 Review—SE pp. 232–233/TE p. T46 • Unit 6 Grammar for Writing (proofread/write a letter)—SE pp. 234–235/TE p. T46 <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Writing

GRADE 4 CONTENT STANDARDS

GRAMMAR WORKSHOP: TOOLS FOR WRITING, LEVEL ORANGE/GR. 4

	<p>ONLINE RESOURCES Each Lesson</p> <ul style="list-style-type: none"> • Additional Practice Worksheet • Interactive Activities • Interactive Practice Quiz
<p>EXPRESSION SPEAKING</p> <p>41. Present an opinion orally, sequencing ideas logically and using relevant facts.</p> <p>a. Express appropriate and meaningful responses to questions posed by others.</p>	<p>STUDENT EDITION Grammar for Writing</p> <ul style="list-style-type: none"> • Talk About It: Discuss (students discuss personal experiences related to the writing sample on the preceding page)—SE pp. 39, 59, 111, 159, 191, 235 <p>Writing Process Handbook</p> <ul style="list-style-type: none"> • Producing, Publishing, and Presenting (oral presentation/multimedia presentation)—SE pp. 250–251 <ul style="list-style-type: none"> A. Making a Presentation (rehearse/present/ask for comments, answer questions from the audience)
<p>EXPRESSION SPEAKING</p> <p>42. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes, and speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.</p> <p>a. Articulate ideas, claims, and perspectives in a logical sequence, presenting information, findings, and credible evidence from multiple sources and modalities to enhance listeners’ understanding.</p>	<p>STUDENT EDITION Grammar for Writing</p> <ul style="list-style-type: none"> • Talk About It: Discuss (students discuss personal experiences related to the writing sample on the preceding page)—SE pp. 39, 59, 111, 159, 191, 235 <p>Writing Process Handbook</p> <ul style="list-style-type: none"> • Planning—pp. 253–257 <ul style="list-style-type: none"> A. Choosing a Topic B. Choosing a Genre C. Choosing a Purpose D. Choosing an Audience E. Collecting Details and Evidence • Drafting—pp. 258–260 <ul style="list-style-type: none"> A. Planning a Draft B. Writing a Draft • Revising—pp. 260–262 <ul style="list-style-type: none"> A. Doing a Peer Review B. Revising a Draft • Editing—pp. 263–265 <ul style="list-style-type: none"> A. Checking Your Draft • Producing, Publishing, and Presenting (present writing)—SE pp. 250–251 <ul style="list-style-type: none"> A. Making a Presentation (rehearse/present/ask for comments, answer questions from the audience)