

Scope and Sequence

Fourth Grade

Scope of Standards for Narrative Memoir

4th Grade

Lesson	Objective & CCSS
Lesson 1	Understand the narrative memoir genre and choose a topic
	W.4.3, W.4.5, W.4.8, W.4.10, SL.4.1, SL.4.3
Lesson 2	Use a repeating line to engage the reader
	W.4.3, W.4.5, W.4.8, W.4.10, SL.4.1, SL.4.3, L.4.1, L.4.2, L.4.4
Lesson 3	Engage the reader with a repeating line
	W.4.3, W.4.5, W.4.8, W.4.10, SL.4.1, SL.4.3, L.4.1, L.4.2, L.4.4
Lesson 4	Develop details of events
	W.4.3, W.4.5, W.4.8, SL.4.3, SL.4.4, SL.4.6, L.4.1, L.4.2, L.4.3
Lesson 5	Understand the trait of Voice by describing character emotions
	W.4.3, W.4.5, L.4.5
Lesson 6	Understand the trait of Voice by creating lists of alternate words for the verb 'said'
	W.4.3, W.4.5, L.4.5
Lesson 7	Understand the trait of Voice by describing the emotions of a character
	W.4.3, W.4.5, L.4.5
Lesson 8	Understand the structure of a paragraph
	W.4.3, W.4.4, W.4.5, SL.4.1, L.4.1, L.4.2, L.4.3
Lesson 9	Draft and organize narrative memoirs into multiple paragraphs
	W.4.3, W.4.4, W.4.5, SL.4.1, L.4.1, L.4.2, L.4.3
Lesson 10	Draft and organize narrative memoirs into multiple paragraphs
	W.4.3, W.4.4, W.4.5, SL.4.1, L.4.1, L.4.2, L.4.3
Lesson 11	Write a reflective conclusion

	W.4.3, W.4.4, W.4.5, SL.4.1, L.4.1, L.4.2, L.4.3
Lesson 12	Understand and practice using sensory details to describe a situation
	W.4.3, SL.4.1, SL.4.3, SL.4.6, L.4.1, L.4.3, L.4.4, L.4.5
Lesson 13	Add sensory details to a narrative memoir
	W.4.3, SL.4.1, SL.4.3, SL.4.6, L.4.1, L.4.3, L.4.4, L.4.5
Lesson 14	Revise and give rubric scores for narratives memoir drafts
	W.4.3, W.4.4, W.4.5, SL.4.1, SL.4.3, L.4.4, L.4.5
Lesson 15	Edit and share completed narrative memoirs
	W.4.3, W.4.4, W.4.5, SL.4.1, SL.4.3, L.4.1, L.4.2, L.4.4, L.4.5
Assessment	Use the elements from the genre chart to independently write a narrative memoir
	W.4.3, W.4.5, W.4.10, SL.4.1, SL.4.3, L.4.3
Writing Warm-Up Standards	
L.4.1.d - Order adjectives within sentences according to conventional patterns (e.g., <i>a small, red bag</i> rather than <i>a red, small bag</i>). L.4.1.e - Form and use prepositional phrases. No Excuse Spelling and Conventions Review	

Scope of Standards for Fictional Narrative

4th Grade

Lesson	Objective & CCSS
Lesson 1	Understand fictional narrative and choose a character, setting, and problem
	W.4.3, W.4.5, W.4.8, W.4.10, SL.4.1, SL.4.3
Lesson 2	Use a strategy to write an engaging beginning for a fictional narrative
	W.4.3, W.4.5, W.4.8, W.4.10, SL.4.1, SL.4.3, L.4.1, L.4.2, L.4.4
Lesson 3	Use a strategy to write an engaging beginning for a fictional narrative
	W.4.3, W.4.5, W.4.8, W.4.10, SL.4.1, SL.4.3, L.4.1, L.4.2, L.4.4
Lesson 4	Create an outline that organizes events in a logical sequence
	W.4.3, W.4.5, W.4.8, SL.4.3, SL.4.4, SL.4.6, L.4.1, L.4.2, L.4.3
Lesson 5	Use sensory details to describe a situation
	W.4.3, SL.4.1, SL.4.3, SL.4.6, L.4.1, L.4.3, L.4.4, L.4.5
Lesson 6	Describe a situation using sensory details and other descriptive language
	W.4.3, SL.4.1, SL.4.3, SL.4.6, L.4.1, L.4.3, L.4.4, L.4.5
Lesson 7	Draft a fictional narrative with a focus on developing the setting and characters
	W.4.3, W.4.4, W.4.5, SL.4.1, L.4.1, L.4.2, L.4.3
Lesson 8	Draft a fictional narrative
	W.4.3, W.4.4, W.4.5, SL.4.1, L.4.1, L.4.2, L.4.3
Lesson 9	Complete the body paragraphs for a fictional narrative draft
	W.4.3, W.4.4, W.4.5, SL.4.1, L.4.1, L.4.2, L.4.3
Lesson 10	Write a reflective conclusion
	W.4.3, W.4.4, W.4.5, SL.4.1, L.4.1, L.4.2, L.4.3
Lesson 11	Understand and practice using onomatopoeia
	W.4.3, SL.4.1, SL.4.3, SL.4.6, L.4.1, L.4.3, L.4.4, L.4.5

Lesson 12	Add onomatopoeia to a fictional narrative
	W.4.3, SL.4.1, SL.4.3, SL.4.6, L.4.1, L.4.3, L.4.4, L.4.5
Lesson 13	Use transition words in a fictional narrative
	W.4.3, W.4.4, W.4.5, SL.4.1, SL.4.2
Lesson 14	Revise fictional narratives
	W.4.3, W.4.4, W.4.5, SL.4.1, SL.4.3, L.4.4, L.4.5
Lesson 15	Edit and share fictional narratives
	W.4.3, W.4.4, W.4.5, SL.4.1, SL.4.3, L.4.1, L.4.2, L.4.4, L.4.5
Assessment	Use the elements from the genre chart to independently write a fictional narrative
	W.4.3, W.4.5, W.4.10, SL.4.1, SL.4.3, L.4.3
Writing Warm-Up Standards	
L.4.5.b - Recognize and explain the meaning of common idioms. L.4.5.c - Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). No Excuse Spelling and Conventions Review	

Scope of Standards for Narrative Summary

4th Grade

Lesson	Objective & CCSS	Special Preparation
Lesson 1	Understand the narrative summary genre	~Narrative Summary Genre Chart ~Narrative Summary Rubric ~Source Books ~Summary Practice sheet
	W.4.2, W.4.4, SL.4.1	
Lesson 2	Summarize a familiar picture book	~Picture book
	W.4.2, SL.4.1, SL.4.2, SL.4.3, L.4.6	
Lesson 3	Complete an organizer, outlining the important elements of a story	~Narrative Summary Organizer ~Narrative Summary Organizer Model
	W.4.2, W.4.4, W.4.8, SL.4.1, SL.4.2, SL.4.3, L.4.3	
Lesson 4	Practice writing engaging introductory paragraphs	~A selection of familiar books
	W.4.2, W.4.4, SL.4.1, SL.4.2, SL.4.3, L.4.1, L.4.2, L.4.3	
Lesson 5	Use a strategy to write an engaging beginning for a narrative summary	~No Special Prep
	W.4.2, W.4.4, SL.4.1, SL.4.2, SL.4.3, L.4.1, L.4.2, L.4.3	
Lesson 6	Draft a narrative summary that paraphrases important story elements	~No Special Prep
	W.4.2, W.4.4, W.4.8, SL.4.1, SL.4.2, SL.4.3, L.4.1, L.4.2, L.4.3	
Lesson 7	Complete body paragraphs of drafts that paraphrase important story elements	~Narrative Summary Model
	W.4.2, W.4.4, W.4.8, SL.4.1, SL.4.2, SL.4.3, L.4.1, L.4.2, L.4.3	
Lesson 8	Recognize and describe tone and mood	~No Special Prep
	W.4.2, SL.4.1, L.4.5, L.4.6	
Lesson 9	Identify tone and mood in a picture book	~No Special Prep
	W.4.2, SL.4.1, L.4.5, L.4.6	
Lesson 10	Revise a narrative summary to reflect the author's tone and mood	~No Special Prep
	W.4.2, SL.4.1, L.4.5, L.4.6	

Lesson 11	Write a paragraph with the story conclusion	~No Special Prep
	W.4.2, W.4.4, SL.4.1, SL.4.2, SL.4.3, L.4.1, L.4.2, L.4.3	
Lesson 12	Add transitional phrases to a paragraph	~Transition Practice Model Paragraph ~Transition Practice Student Paragraph worksheet ~Transition Practice Student Paragraph Model
	W.4.2, W.4.4, SL.4.1, L.4.6	
Lesson 13	Add transitional phrases to a narrative summary	~Orange crayons/colored pencils
	W.4.2, W.4.4, SL.4.1, L.4.6	
Lesson 14	Revise and give rubric scores for narrative summaries	~Revision: Narrative summary Checklist ~Crayons or colored pencils
	W.4.2, W.4.4, W.4.5, SL.4.1, L.4.1, L.4.2, L.4.3	
Lesson 15	Edit and share narrative summaries	~Editing Checklist
	W.4.2, W.4.4, W.4.5, SL.4.1, L.4.1, L.4.2, L.4.3	
Assessment	Use the elements from the genre chart to independently write a narrative summary	~Short narrative book
	W.4.2, W.4.4, W.4.5, W.4.10, SL.4.1, SL.4.2, SL.4.3, L.4.1, L.4.2, L.4.3	
Writing Warm-Up Standards		
L.4.1.b - Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.		
L.4.2.d - Spell grade-appropriate words correctly, consulting references as needed.		
No Excuse Spelling and Conventions Review		

Scope of Standards for Informative Summary

4th Grade

Lesson	Objective & CCSS	Special Preparation
Lesson 1	Understand and explore the informative summary genre	~Informative Summary Genre Chart ~Informative Summary Rubric ~Source Books
	W.4.2, W.4.4, SL.4.1	
Lesson 2	Identify the main idea and important details of an informative text	~Copies of “The thirty-one Day President”
	W.4.2, W.4.4, W.4.8, SL.4.1, SL.4.2, SL.4.3, L.4.3	
Lesson 3	Identify the main idea and important details of an informative text	~Copies of “Exploring the Mystery of the Loch Ness Monster”
	W.4.2, W.4.4, W.4.8, SL.4.1, SL.4.2, SL.4.3, L.4.3	
Lesson 4	Identify the main idea and important details of an informative text	~Copies of “the Spy with a Wooden Leg”
	W.4.2, W.4.4, W.4.8, SL.4.1, SL.4.2, SL.4.3, L.4.3	
Lesson 5	Practice engaging the reader with question, action, sound effect, and interesting fact	~No Special Prep
	W.4.2, W.4.4, SL.4.1, SL.4.2, SL.4.3, L.4.1, L.4.2, L.4.3	
Lesson 6	Write an engaging paragraph using question, action, sound effect, or an interesting fact	~Informative Summary Organizer ~Informative Summary Organizer Model
	W.4.2, W.4.4, SL.4.1, SL.4.2, SL.4.3, L.4.1, L.4.2, L.4.3	
Lesson 7	Practice paraphrasing	~ Chart paper
	W.4.2, W.4.4, W.4.8, SL.4.1, SL.4.2, SL.4.3, L.4.1, L.4.2, L.4.3	
Lesson 8	Paraphrase the main idea and important details	~Paraphrasing Chart
	W.4.2, W.4.4, W.4.8, SL.4.1, SL.4.2, SL.4.3, L.4.1, L.4.2, L.4.3	
Lesson 9	Include the main ideas and important details in an informative summary draft	~Informative Summary Model
	W.4.2, W.4.4, W.4.8, SL.4.1, SL.4.2, SL.4.3, L.4.1, L.4.2, L.4.3	
Lesson 10	Paraphrase important information to complete informative summary drafts	~No Special Prep

	W.4.2, W.4.4, W.4.8, SL.4.1, SL.4.2, SL.4.3, L.4.1, L.4.2, L.4.3	
Lesson 11	Add a concluding statement to an informative summary	~No Special Prep
	W.4.2, W.4.4, SL.4.1, SL.4.2, SL.4.3, L.4.1, L.4.2, L.4.3	
Lesson 12	Revise an informative summary to add academic language	~Classroom Textbooks
	W.4.2, SL.4.1, L.4.5, L.4.6	
Lesson 13	Revise an informative summary to include sentences of varied lengths	~Rubber bands
	W.4.2, W.4.4, SL.4.1, L.4.6	
Lesson 14	Revise and give rubric scores for an informative summary	~Crayons or colored pencils
	W.4.2, W.4.4, W.4.5, SL.4.1, L.4.1, L.4.2, L.4.3	
Lesson 15	Edit and Share informative summaries	~Editing Checklist
	W.4.2, W.4.4, W.4.5, SL.4.1, L.4.1, L.4.2, L.4.3	
Assessment	Use the elements from the genre chart to independently write an informative summary	~Copies of “Heating up Modern Life”
	W.4.2, W.4.4, W.4.5, W.4.10, SL.4.1, SL.4.2, SL.4.3, L.4.1, L.4.2, L.4.3	
Writing Warm-Up Standards		
L.4.1.e - Form and use prepositional phrases.		
L.4.1.f - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Ensure subject-verb and pronoun-antecedent agreement.		
No Excuse Spelling and Conventions Review		

Scope of Standards for Informative Report

4th Grade

Lesson	Objective & CCSS
Lesson 1	Understand the informative genre and compare narrative and informative characteristics
	W.4.2, SL.4.1, SL.4.3, L.4.1
Lesson 2	Understand one clear topic and select a hobby to research
	W.4.2, W.4.7, SL.4.1, SL.4.3, L.4.3, L.4.6
Lesson 3	Use research to develop topics and document sources
	W.4.2, W.4.5, W.4.7, W.4.8, SL.4.1, SL.4.2, SL.4.4, L.4.1, L.4.6
Lesson 4	Continue to use research to develop a topic and document sources
	W.4.2, W.4.5, W.4.7, W.4.8, SL.4.1, SL.4.2, SL.4.4, L.4.1, L.4.6
Lesson 5	Understand that using a quote adds details to a topic and is part of research
	W.4.2, W.4.5, W.4.7, W.4.8, SL.4.1, SL.4.2, SL.4.4, L.4.1, L.4.2
Lesson 6	Write an engaging introduction for an informative report
	W.4.2, W.4.4, SL.4.1, L.4.1, L.4.6
Lesson 7	Review the structure of a paragraph and begin drafting the reports
	W.4.2, W.4.4, W.4.10, SL.4.1, L.4.1, L.4.6
Lesson 8	Continue drafting an informative report
	W.4.2, W.4.4, W.4.10, SL.4.1, L.4.1, L.4.6
Lesson 9	Complete the body paragraphs in the draft of an informative report
	W.4.2, W.4.4, W.4.10, SL.4.1, L.4.1, L.4.6
Lesson 10	Write a conclusion that uses a restatement strategy
	W.4.2, W.4.4, W.4.10, SL.4.1, L.4.1, L.4.6
Lesson 11	Understand the importance and purpose of content language
	W.4.2, SL.4.4, L.4.6
Lesson 12	Revise for compound and complex sentences
	W.4.2, W.4.5, SL.4.1, L.4.3

Lesson 13	Understand how illustrations can help aid comprehension
	W.4.2, SL.4.1
Lesson 14	Revise informative reports
	W.4.2, W.4.5, SL.4.1, L.4.1, L.4.3, L.4.6
Lesson 15	Edit and share completed informative reports
	W.4.2, W.4.5, SL.4.1, L.4.1, L.4.3, L.4.6
Assessment	Use the elements from the genre chart to independently write an informative report
	W.4.2, W.4.5, W.4.8, W.4.10, L.4.1, L.4.2, L.4.3, L.4.6
Writing Warm-Up Standards	
L.4.1.a - Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). L.4.1.g - Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>). No Excuse Spelling and Conventions Review	

Scope of Standards for Informative Response

4th Grade

Lesson	Objective & CCSS
Lesson 1	Understand the Informative Response genre and practice thinking deeply
	W.4.2, SL.4.1, SL.4.3, L.4.1
Lesson 2	Read an informative article. Understand and restate the essential question.
	W.4.2, W.4.5, SL.4.1, SL.4.3, L.4.1
Lesson 3	Takes notes to gather evidence for an Informative Response
	W.4.2, W.4.5, W.4.7, SL.4.1, SL.4.2 SL.4.3, L.4.3
Lesson 4	Write an engaging introduction
	W.4.2, W.4.4, SL.4.1, SL.4.2 SL.4.3, L.4.1, L.4.2
Lesson 5	Draft and include transition words in the Informative Response
	W.4.2, W.4.4, W.4.10, SL.4.1, L.4.1, L.4.2
Lesson 6	Draft the second body paragraph for the Informative Response
	W.4.2, W.4.4, W.4.10, SL.4.1, L.4.1, L.4.6
Lesson 7	Write a concluding statement for the Informative Response
	W.4.2, W.4.4, W.4.10, SL.4.1, L.4.1, L.4.6
Lesson 8	Share Informative Responses
	W.4.2, W.4.5, SL.4.1, SL.4.3, L.4.3, L.4.6
Lesson 9	Read a new article to analyze the essential question
	W.4.2, W.4.5, SL.4.1, SL.4.3, L.4.1
Lesson 10	Learn to create an organizer for an Informative Response and begin notetaking to gather evidence
	W.4.2, W.4.5, W.4.7, SL.4.1, SL.4.2 SL.4.3, L.4.3
Lesson 11	Revisit evidence for the essential question and write an engaging introduction
	W.4.2, W.4.4, SL.4.1, SL.4.2 SL.4.3, L.4.1, L.4.2
Lesson 12	Draft the body of the Informative Response
	W.4.2, W.4.4, W.4.10, SL.4.1, L.4.1, L.4.6

Lesson 13	Understand making a connection and write a connection to the article
	W.4.2, W.4.4, W.4.10, SL.4.1, L.4.1, L.4.2
Lesson 14	Write a conclusion for the Informative Response that includes a connection
	W.4.2, W.4.4, W.4.10, SL.4.1, L.4.1, L.4.6
Lesson 15	Share completed Informative Responses
	W.4.2, W.4.5, SL.4.1, SL.4.3, L.4.3, L.4.6
Assessment	Use the elements from the genre chart to independently write an informative response
	W.4.2, W.4.5, W.4.8, W.4.10, L.4.1, L.4.2, L.4.3, L.4.6
Writing Warm-Up Standards	
L.4.1.c - Use modal auxiliaries (e.g., <i>can</i> , <i>may</i> , <i>must</i>) to convey various conditions. L.4.2.d - Spell grade-appropriate words correctly, consulting references as needed. No Excuse Spelling and Conventions Review	

Scope of Standards for Opinion of a Topic

4th Grade

Lesson	Objective & CCSS
Lesson 1	Understand the purpose of opinion writing and select a topic
	W.4.1, SL.4.1, SL.4.3, L.4.3
Lesson 2	Understand that there are different points of view for an opinion
	W.4.1, SL.4.1, SL.4.3, L.4.3
Lesson 3	Understand the opinion genre and form an opinion about a topic
	W.4.1, SL.4.1, SL.4.3, L.4.3, L.4.6
Lesson 4	Write an opinion statement on the selected topic
	W.4.1, W.4.5, SL.4.1, SL.4.3, SL.4.4, L.4.1, L.4.2, L.4.3, L.4.6
Lesson 5	Understand the purpose and benefit of creating an outline and then practice outlining an organized paragraph
	W.4.1, W.4.5, SL.4.1, SL.4.3, SL.4.4, L.4.1, L.4.2, L.4.3, L.4.6
Lesson 6	Outline reasons for an opinion using an organizer
	W.4.1, W.4.5, SL.4.1, SL.4.3, SL.4.4, L.4.1, L.4.2, L.4.3, L.4.6
Lesson 7	Understand the importance of engaging the reader and write an engaging introduction
	W.4.1, W.4.4, SL.4.1, SL.4.2, SL.4.3, L.4.1, L.4.2
Lesson 8	Compose a rough draft using an outline
	W.4.1, W.4.4, W.4.10, SL.4.1, L.4.1, L.4.2
Lesson 9	Complete the body of a rough draft and add a title
	W.4.1, W.4.4, W.4.10, SL.4.1, L.4.1, L.4.2
Lesson 10	Understand the need for audience awareness
	W.4.1, W.4.4, W.4.10, SL.4.1, SL.4.5, L.4.1, L.4.2
Lesson 11	Add a final body paragraph to address a reader's concern
	W.4.1, W.4.4, W.4.10, SL.4.1, SL.4.5, L.4.1, L.4.2
Lesson 12	Understand the restatement conclusion strategy and write the concluding paragraph

	W.4.1, W.4.4, SL.4.1, L.4.1, L.4.2
Lesson 13	Revise opinion essays to include transition words and phrases
	W.4.1, W.4.5, SL.4.1, SL.4.2, SL.4.3 L.4.1, L.4.2
Lesson 14	Revise and give rubric scores for opinion of a topic drafts
	W.4.1, W.4.5, SL.4.1, SL.4.2, SL.4.3, SL.4.4, L.4.1, L.4.2
Lesson 15	Edit and share opinion essays
	W.4.1, W.4.5, SL.4.1, SL.4.3, L.4.1, L.4.2, L.4.3
Assessment	Use the elements from the genre chart to independently write an opinion of a topic
	W.4.1, W.4.5, W.4.8, W.4.10, L.4.1, L.4.2, L.4.3, L.4.6
Writing Warm-Up Standards	
L.4.1.f - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Ensure subject-verb and pronoun-antecedent agreement. L.4.2.c - Use a comma before a coordinating conjunction in a compound sentence. No Excuse Spelling and Conventions Review	

Scope of Standards for Opinion: Literary Response

4th Grade

Lesson	Objective & CCSS
Lesson 1	Understand the literary response genre, read, and make opinion statements
	W.4.1, SL.4.1, SL.4.3, L.4.3
Lesson 2	Take notes on text evidence that supports the opinion statement
	W.4.1, W.4.5, SL.4.1, SL.4.3, SL.4.4, L.4.1, L.4.2, L.4.3, L.4.6
Lesson 3	Use a strategy to engage the reader in a literary response
	W.4.1, W.4.4, SL.4.1, SL.4.2 SL.4.3, L.4.1, L.4.2
Lesson 4	Draft the body paragraph for a literary response
	W.4.1, W.4.4, W.4.10, SL.4.1, L.4.1, L.4.2
Lesson 5	Write a conclusion that summarizes the opinion
	W.4.1, W.4.4, SL.4.1, L.4.1, L.4.2
Lesson 6	Revise the response to include a metaphor
	W.4.1, W.4.5, SL.4.1, SL.4.2, SL.4.3 L.4.1, L.4.2, L.4.5
Lesson 7	Revise responses to vary sentence beginnings
	W.4.1, W.4.5, SL.4.1, SL.4.2, SL.4.3 L.4.1, L.4.2
Lesson 8	Share literary responses
	W.4.1, W.4.5, SL.4.1, SL.4.3, L.4.1, L.4.2, L.4.3
Lesson 9	Read a new book and make opinion statements
	W.4.1, SL.4.1, SL.4.3, L.4.3
Lesson 10	Take notes on text evidence that supports the opinion statement
	W.4.1, W.4.5, SL.4.1, SL.4.3, SL.4.4, L.4.1, L.4.2, L.4.3, L.4.6
Lesson 11	Write an engaging introduction
	W.4.1, W.4.4, SL.4.1, SL.4.2 SL.4.3, L.4.1, L.4.2
Lesson 12	Draft the body paragraph for the literary response
	W.4.1, W.4.4, W.4.10, SL.4.1, L.4.1, L.4.2

Lesson 13	Write a conclusion that summarizes the opinion
	W.4.1, W.4.4, SL.4.1, L.4.1, L.4.2
Lesson 14	Revise the response to include a metaphor
	W.4.1, W.4.5, SL.4.1, SL.4.2, SL.4.3 L.4.1, L.4.2, L.4.5
Lesson 15	Share literary responses
	W.4.1, W.4.5, SL.4.1, SL.4.3, L.4.1, L.4.2, L.4.3
Assessment	Use the elements from the genre chart to independently write an opinion: literary response
	W.4.1, W.4.5, W.4.8, W.4.10, L.4.1, L.4.2, L.4.3, L.4.6
Writing Warm-Up Standards	
L.4.1.g - Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>). L.4.2.d - Spell grade-appropriate words correctly, consulting references as needed. L.4.5.b - Recognize and explain the meaning of common idioms, adages, and proverbs. No Excuse Spelling and Conventions Review	

Suggested Sequence of Instruction for Grades 4

Genre	Aug/Sept	October	Nov/Dec	January	February	March	April	May
Six Traits	X							
Personal Narrative	X							
Narrative Summary		X						
Informative Report			X					
Opinion of a Topic				X				
Informative Response					X			
Opinion: Literary Analysis						X		
Informative Summary							X	
Fictional Narrative								X

Sequence Justification

Six Traits: These ten lessons give an overview of the Six Traits, not only to familiarize students with the traits, but to bring them back to their remembrance at the beginning of each new school year.

Personal Narrative: This genre offers students a comfortable entry point back into writing, allowing them to delve into familiar topics they enjoy. It's straightforward and doesn't necessitate research, making it ideal for starting the year. Moreover, it fosters a sense of community within the class, as students share aspects of their lives with one another.

Narrative Summary: Introducing this genre second enables students to apply a new structural framework to their writing while still working within a familiar genre. Its versatility allows for repeated application throughout the school year, maintaining engagement and skill development.

Informative Report: Since informative reports require research, using November and December to teach this genre provides students with ample time to conduct thorough investigations and properly cite sources. Their structural variance from narrative writing may require extra time for students to grasp.

Opinion of a Topic: Sequencing this genre after the informative report allows students to retain the report's structure while exploring a new tone and voice in their writing.

Opinion of a Topic
Informative Response

Opinion: Literary Analysis: These genres are often assessed and should be explicitly taught before state testing to ensure students are prepared

Informative Summary: A fitting follow-up to informative and opinion writing, this genre helps students refine their skills in breaking down and paraphrasing complex information.

Fictional Narrative: Concluding the school year with fictional storytelling maintains student engagement, encouraging imagination and creativity. Additionally, it reinforces the structural concepts introduced earlier in the year, preparing students for revisiting narratives in the fall.

The suggested sequence is just one way to present the genres in Writing by Design. Schools and districts will also have success as they present the genres in a way that reflects their own pacing guides.