

TEA IMPLEMENTATION QUALITY EVIDENCE GUIDE

IMRA Evidence Guide, Grade 4

Where to find our evidence for each criterion of the Supplemental RLA K-5 Implementation Quality Evidence Guide

The Writing Academy®, LLC.

Supplemental Reading Language Arts (RLA) K-5
Implementation Quality Evidence Guide, Cycle Year 2027
Grade 4 evidence set

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This guide helps reviewers locate supporting evidence for The Writing Academy Supplemental Support System, Grade 4.
Each criterion states what the evidence guide asks and provides direct links to the exact supporting page and quote.

IMRA Evidence Guide, Grade 4

Criterion	What the criterion asks	Our evidence
1. Intentional Instructional Design		
1.1a — Stated purpose of the supplemental program	Materials explain the stated purpose of the supplemental program, such as additional instruction and practice, targeted remediation, or acceleration.	index.html Academy®, LLC is a supplemental support to an already in place Reading Language Arts core curriculum. Our design provides additional, focused practice across the areas of ECR writing, so every student grows within the writing process, evidence collection, purpose-implementation-framework.html It is a supplement, not a replacement. It fills the gaps between the core curriculum a district already uses and a complete, connected writing experience
1.1b — Guidance to support the existing core RLA program	Materials give educators guidance on how to use the supplemental program alongside the existing core reading and language arts program.	docs/course-overview/design-and-imra-implementation-guide.pdf p. 13 First, name the core lesson's intended learning and examine recent student work. Second, choose the supplemental module by its precise TEKS target, not simply by its topic. docs/course-overview/pacing-framework.pdf p. 3 You are not replacing the core curriculum. You are giving teachers a coordinated system that fills whatever gaps exist between the core curriculum and a complete ECR learning experience docs/g4/teacher-users-guide.pdf p. 2 It does not replace the core reading language arts instruction chosen by the district or campus. Teachers may use the full sequence in its aligned order or select individual clusters and modules to match the order of their core reading language arts instruction
1.1c — Scope and sequence with expectations, skills, and rationale	Materials include a scope and sequence that outlines student expectations, skills taught, and a rationale for the design.	docs/g4/scope-and-sequence.pdf p. 2 Each row names the genre and focus, the reading passage and its stamina level, the key framework, the main TEKS, and where the module lives in the three student-facing and teacher-facing materials: the Teacher Lesson Plan book, the Student Workbook and the Lesson Slide Deck. docs/g4/scope-and-sequence.pdf p. 6 111 Deck 11 of 36 (19 slides) Organizing Reasons and Ways The Energy We Use Everyday Columbus's Arrival Very High stamina CSI 4.11B(i), 4.11B(iv), 4.11C(i), 4.11C(i) to (iv), 4.11C(ii), 4.11C(iii), 4.11C(iv), 4.12B, 4.12B(i), 4.12B(ii), 4.12B(iii) Editing: 4.11D (i), (vi), (vii), (viii), (ix), (x), (xi), (xii), (xiii), (xiv), (xxxiii), (xxxv) Cluster 2, Module 4 Teacher Lesson Plan p. docs/g4/scope-explanation.pdf p. 4 The nine clusters and their four modules never change order or content. Each cluster moves from Low to Very High reading stamina across its four modules docs/g4/scope-explanation.pdf p. 3 language) practiced across the year. The Standards Slide Decks: the home of 4.11D editing instruction, with all 35 breakouts taught, scripted, and tracked. WHAT THIS HANDOUT IS NOT It is not a STAAR/SST

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1.1d — Time requirements and suggested pacing	Materials give guidance on time requirements such as duration and frequency, plus suggested pacing for effective implementation.	docs/course-overview/design-and-imra-implementation-guide.pdf p. 15 Design target, five approximately 20-minute sessions per module. The timetable below is a new, inclusive pacing recommendation, readiness, transitions, practice, writing, and evidence collection must fit within the stated time docs/course-overview/pacing-framework.pdf p. 4 Daily Lesson Plan, Interactive Student Workbook, and Click-Along Slides docs/g4/scope-explanation.pdf p. 3 The daily time: a 15-minute cluster and module lesson plus a separate 20-minute Standards block. weekly-pacing-guides.html A one page map of each week, so a teacher sees the whole week at a glance and never has to hunt for the next resource
1.1e — Resources and guidance for educators	Materials include resources and guidance to support educators with implementing the materials as designed.	teacher-resources.html This page gathers the tools that live beside the daily teaching, reading passages, read aloud passages, text complexity reports, standards slide decks, spelling, and more docs/g4/teacher-users-guide.pdf p. 4 Holds the instructional plan, standards, scripts, passages, checks, supports, assessments, and reflection. docs/course-overview/design-and-imra-implementation-guide.pdf p. 16 A Workable Onboarding Sequence, Use a 45-minute staff session, 10 minutes to navigate the aligned materials, 10 to rehearse one model and contrast, 10 to score sample work together docs/internalization/lesson-internalization-manual.pdf p. 1 THE WRITING ACADEMY, LLC Lesson Internalization Training Manual A Step-by-Step Guide to Internalizing Every Cluster, Module, and Daily Lesson The Writing Academy, LLC Using the PREPARE Framework and the GRADUATE Instructional Model
1.1f — Family supports in Spanish and English	Materials contain supports for families in both Spanish and English with suggestions for supporting the progress of their student.	docs/g4/geo/tlp-prepare-geo.pdf p. 5 5. Family Letter (English) Dear Families, This week your student is beginning our fourth-grade PREPARE unit, which teaches writers what to do before the first draft. The big idea is that docs/course-overview/design-and-imra-implementation-guide.pdf p. 17 Ask your student to show one piece of writing or a source used in class. Listen while your student explains the idea. docs/course-overview/design-and-imra-implementation-guide.pdf p. 18 Pida a su estudiante que le muestre un escrito o una fuente usada en clase. Escuche su explicación.

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2. Progress Monitoring		
2.1a — Appropriate instructional assessments for the stated purpose	Materials include instructional assessments appropriate for the stated purpose, such as diagnostic, formative, and summative assessments.	assessments.html The three diagnostics place each student on the thinking-level ladder, and the cluster companions turn that evidence into the next teaching move, building toward STAAR/SST docs/assessments/diagnostics/trails-narrative-diagnostic.pdf p. 1 A low-stakes narrative readiness assessment that identifies not only what students can produce, but the level of thinking they currently demonstrate within each TRAILS component docs/assessments/g4/g4-cluster-1.pdf p. 3 Three Ways to Gather the Evidence Path A : Quick Check The 5-question Multiple-Choice Check: a fast grade of thesis recognition. docs/assessments/summative/g4-summative-1.pdf p. 1 THE WRITING ACADEMY, LLC Summative Assessment 1 Grade 4 Clusters Prepare, 1, and 2 Genre Selection and Narrative Planning, Informational Short Constructed Response (SCR) with Thesis (Central Idea) and Evidence, and Precise Word Choice in Informational Writing The Writing Academy, LLC
2.1b — Definition and intended purpose of assessments	Materials include the definition and intended purpose for each instructional assessment included.	docs/course-overview/design-and-imra-implementation-guide.pdf p. 19 An assessment is useful when its result answers an instructional question. docs/assessments/g4/g4-cluster-1.pdf p. 16 Purpose: a quick, gradeable check of 4.12B(iii) / 4.11D(xxxv): organizing and finishing a Short Constructed Response. Administration: ~10 minutes, independent. Scoring: 5 points (1 each); Answer Key & Error Analysis on the next page.
2.1c — Consistent and accurate assessment administration	For educator-administered assessments, materials include guidance to ensure consistent and accurate administration.	docs/course-overview/design-and-imra-implementation-guide.pdf p. 20 Administration Routine. Before starting, confirm the target, time, materials, allowed source access, response mode, and documented accommodations. Remove answer keys and worked examples for the current item. Read the same directions to all students docs/assessments/diagnostics/trails-narrative-diagnostic.pdf p. 2 Teacher Administration Guide, What to say, what to provide, and what not to coach
2.1d — Assessment items at varying levels of complexity	Instructional assessments include items at varying levels of complexity and a variety of item types.	docs/course-overview/design-and-imra-implementation-guide.pdf p. 20 Complexity comes from the reasoning required, not merely from changing the item type. docs/assessments/g4/g4-cluster-1.pdf p. 3 Path B : Application Artifact Student writes a thesis for the passage and underlines the detail that best proves it. docs/assessments/diagnostics/thinking-level-ladders.pdf p. 1 One ladder per area, the same five levels, a plain can-do statement on every rung

Criterion	What the criterion asks	Our evidence
2.2a — Scoring information and interpreting performance	Instructional assessments and scoring information provide guidance for interpreting student performance.	docs/assessments/g4/g4-cluster-1.pdf p. 3 Module 1 · Notice the Thesis The clear central idea of an SCR C L U S T E R 1 · M O D U L E 1 · M O D U L E A S S E S S M E N T M A P What to Assess This Week ASSESSMENT TARGET Identify the thesis (central idea) of an SCR and separate it from a single detail. docs/course-overview/design-and-imra-implementation-guide.pdf p. 21 Score the primary target separately from overall product quality. docs/assessments/diagnostics/thinking-level-ladders.pdf p. 1 Read up the ladder for that writing area. Find the highest rung the work clearly shows.
2.2b — Respond to student trends in performance	Materials provide guidance for using the program to respond to student trends in assessment performance.	docs/course-overview/design-and-imra-implementation-guide.pdf p. 23 After two planned review opportunities without improvement, check implementation, task comparability, attendance, language demands, and the selected teaching method. assessment-trackers.html Each tracker turns scores into Low, Medium, or High and names the next best step for each student docs/assessments/g4/g4-cluster-1.pdf p. 5 If several students miss the same question, Questions 1 or 3 missed widely : more work stating a thesis that answers the prompt before drafting the SCR.
2.2c — Tools to track student progress and growth	Materials include tools for educators to track student progress and growth, and tools for students to track their own progress and growth.	docs/course-overview/design-and-imra-implementation-guide.pdf p. 24 Record date, task identifier, and support code with each result. Use the same criterion and comparable demand when comparing growth. docs/course-overview/design-and-imra-implementation-guide.pdf p. 26 AWARD: One thing I did well is... My work shows this because... docs/assessments/diagnostics/growth-tracker.pdf p. 1 A place to record how a student's thinking grows over time, level by level, not just score by score. assessment-trackers.html Each tracker turns scores into Low, Medium, or High and names the next best step for each student.
2.2d — Entry and exit criteria for targeted support	If applicable, materials include guidance for entry and exit criteria for the supplemental program.	docs/course-overview/design-and-imra-implementation-guide.pdf p. 23 Entry to a Targeted Skill Group, a proposed local rule. Use two pieces of evidence on the same target, including an unfamiliar individual task. Enter targeted support when both show an unmet essential criterion docs/course-overview/design-and-imra-implementation-guide.pdf p. 23 Exit from That Group, Demonstrate and Maintain the Skill. Consider leaving the specific skill group after the student meets the published target criterion on two independent, different examples docs/assessments/diagnostics/trails-narrative-diagnostic.pdf p. 1 Results are used to adjust instruction, scaffolds, feedback, and opportunities for independence

Criterion	What the criterion asks	Our evidence
3. Supports for All Learners		
3.1a — Differentiation for students not yet proficient	If applicable, materials include educator guidance for differentiated instruction and activities for students who have not yet reached proficiency.	supports-for-all-learners.html Try It Another Way, a sentence starter and a spoken first step for students not yet proficient. supports-for-all-learners.html A 15 minute small group reteach plan for every module, built from that module's Teacher Lesson Plan, plus sentence frames that help students climb the thinking levels. docs/course-overview/design-and-imra-implementation-guide.pdf p. 27 Select a support because of a demonstrated barrier and remove it when the student no longer needs it. docs/g4/geo/tlp-prepare-geo.pdf p. 49 rehearse the genre decision. Oral response Students say the decision chain before typing. Asynchronous option Submit a PREPARE header, TRAILS plan, and
3.1b — Differentiation for students who have demonstrated proficiency	If applicable, materials include educator guidance for differentiated instruction and activities for students who have demonstrated proficiency.	supports-for-all-learners.html Take It Further!, an extension that asks proficient students to apply the skill independently and stretch their thinking. docs/course-overview/design-and-imra-implementation-guide.pdf p. 27 Select an extension because the student has shown the target, not merely because the student finished early. docs/g4/geo/tlp-prepare-geo.pdf p. 155 Complete Tier 2 Vocabulary TEACHER SCRIPT "Now we use academic writing words to explain why a route fits the job and how the same content can transfer." Word Student-Friendly Definition Oral Rehearsal Frame synthesis bringing many ideas together into one whole My synthesis connects ____ and ____.
3.1c — Specially designed instruction (SDI) for special education	Materials include educator guidance for providing specially designed instruction for students receiving supports and services through special education.	docs/course-overview/design-and-imra-implementation-guide.pdf p. 28 The general and special education teachers identify the target task, the student's documented barrier, the relevant IEP goal, and the instruction needed. docs/supports/Understanding IMRA Indicator 3.1c - Specially Designed Instruction.pdf p. 3 Materials include educator guidance for providing specially designed instruction (SDI) for students receiving supports and services through special education. docs/supports/Understanding IMRA Indicator 3.1c - Specially Designed Instruction.pdf p. 8 A one-document SDI Educator Guide that names each built-in feature, explains how it supports SDI, and provides sample IEP goal language

Criterion	What the criterion asks	Our evidence
3.2a — Explicit prompts and guidance for modeling and explaining	Educator-led programs include explicit prompts and guidance to support the educator in modeling and explaining the skill to be learned.	supports-for-all-learners.html 3.2a, Explicit teacher scripts, Every teaching moment is written out as what to SAY and what to DO, so the modeling and explaining is direct and consistent docs/g4/tlp/cluster-1.pdf p. 20 the dot above the word once you know its meaning. TEACHER SCRIPT "Here is the truth: your words show your thinking level. Today you will learn how to level up your thinking using your words." The SCR has three docs/course-overview/design-and-imra-implementation-guide.pdf p. 30 The Recurring Explicit-Model Routine. Name the target and its purpose. Show a worked example while explaining the decision, not just the answer. Contrast a plausible nonexample and state why it fails docs/course-overview/design-and-imra-implementation-guide.pdf p. 30 explain their reasoning. REUSABLE TEACHER LANGUAGE "The goal is _____. I notice _____, so I will _____. This other choice looks possible, but it does not work because _____. I check by _____. Now you try with a different example and explain
3.2b — Effective delivery and facilitation using varied approaches	Educator-led programs include guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches.	docs/course-overview/design-and-imra-implementation-guide.pdf p. 30 Use Varied Methods for a Clear Reason. A think-aloud reveals an invisible decision. A contrast helps students distinguish a boundary. Oral rehearsal makes an idea available before transcription. A partner comparison exposes reasoning. A game reinforces a pattern supports-for-all-learners.html Our article on whole group, small group, partner, and individual work across the GRADUATE Learning Cycle, with an at-a-glance chart. docs/g4/teacher-users-guide.pdf p. 7 Tuesday, ATTEMPT. Students try the new skill with structure, partners, games, cards, frames, or guided practice
3.2c — Recommended structures for effective implementation	Materials include guidance for educators on recommended structures such as whole group, small group, and individual.	docs/course-overview/design-and-imra-implementation-guide.pdf p. 30 Use the method that fits the target, not a rotation for variety alone. supports-for-all-learners.html Our article on whole group, small group, partner, and individual work across the GRADUATE Learning Cycle, with an at-a-glance chart. docs/g4/tlp/cluster-1.pdf p. 67 Possible responses: "The setting is a Caddo village near a river where people grow food and live together." "The setting is important because 'Corn, beans, and squash grew in long rows,' which shows how people depend on farming for survival." "The author shows the setting through details like 'Corn, beans, and squash grew in long rows' and 'They brought pottery and tools to trade.'" TEACHER SCRIPT "Accept other accur

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3.3a — Linguistic accommodations for language proficiency levels	Materials include educator guidance on providing linguistic accommodations for various levels of language proficiency as defined by the ELPS.	docs/course-overview/design-and-imra-implementation-guide.pdf p. 31 Match them to the student's current domain-specific evidence and the applicable ELPS. docs/g4/tlp/cluster-1.pdf p. 24 The goal is precision, not decoration - choose words that make the thinking clearer, not just harder." DAY 3 DISCUSS AND USE 15 MINUTES WHY and HOW Practice TEKS and ELPS for today Student expectation 4.12(B)(i) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea 4.11(C)(i) revise drafts to improve sentence structure 4.11(D)(i) edit drafts us docs/g4/tlp/cluster-1.pdf p. 151 Speaking Students say their thinking aloud to a partner before they write, using the sentence frames provided. content-language-support.html Each passage is the same grade-level reading the class already uses, with key words a student can tap to see a simple picture
3.3b — Implementation guidance for bilingual and ESL programs	Materials include implementation guidance to support educators in using the materials in state-approved bilingual and ESL programs.	docs/course-overview/design-and-imra-implementation-guide.pdf p. 34 two-way dual language immersion; early-exit and late-exit transitional bilingual education; and content-based and pull-out ESL. Use the supplemental writing system within the school's adopted model. Setting Implementation Direction Transitional bilingual: Identify the planned language for this lesson, connect relevant knowledge across early/late content-language-support.html A student still learning English reads the real text alongside classmates
3.3c — DLI metalinguistic transfer resources	If designed for dual language immersion programs, materials include resources outlining opportunities for metalinguistic transfer from English to the partner language.	docs/course-overview/design-and-imra-implementation-guide.pdf p. 34 Make a DLI Claim Only with a Completed Pathway. To designate the product for DLI, embed appropriate transfer opportunities throughout the applicable sequence, provide partner-language resources, and verify them with qualified bilingual educators. A single translated example does not constitute a DLI-ready product
4. Foundational Skills		
4.1a — Non-negotiable, prohibition of three-cueing	Materials do not include the three-cueing method as defined in Texas Education Code 28.0062.	docs/g4/implementation-guide.pdf p. 17 • GRADE 4 LISTED SCOPE: SAME GRADE 4 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.

Criterion	What the criterion asks	Our evidence
4.C.3a — Syllable types and syllable division	Materials include a systematic sequence, explicit instruction, and cumulative practice in decoding and encoding one-syllable and multisyllabic words using syllable types and division principles.	docs/g4/implementation-guide.pdf p. 13 10 Teaching progression 1. Closed, open, and VCe syllables in multisyllabic words (fantastic, recognize, complete). 2. Vowel teams, r-controlled, and consonant-le syllables (neighborhood, important, sparkle). 3. Syllable division patterns: VCCV, VCV, VCCCV, and V/V (hap/pen, si/lent, pump/kin, po/em). 4. Homophones, compound words, docs/g4/scope-explanation.pdf p. 10 Wk Module Spelling rule Wk Module Spelling rule 1 PREPARE M1 Closed, open, and VCe review 19 C4 M3 Suffix ly and y 2 PREPARE M2 Vowel team review 20 C4 M4 Suffix ful, less, ness review 3 PREPARE M3 R-controlled review 21 C5 M1 Root terr, meaning earth 4 PREPARE M4 Schwa in unstressed syllables 22 C5 M2 Root rupt, meaning break 5 C1 M1 VCCV pattern 23 C5 M3 Root tract, meaning pull 6 C1 M2 VCV pattern 24 C5 M4 Root po docs/g4/implementation-guide.pdf p. 7 Set TEKS Sheets Also Spelling 4.2(B) 36 scripts, tracking Editing 4.11D 36 scripts, tracking Editing Part Two 4.11D 46 scripts, tracking Revising 4.11C 36 scripts, tracking Writing 4.11A, 4.12 36 scripts, tracking Evidence 4.7(C) 36 scripts, tracking Explanation 4.12(B) 36 scripts, tracking The spelling rule for every week Wk Module Rule Wk Module Rule 1 PREPARE M1 Closed, open, and VCe review 19 C4 M3 Suffix ly and
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4.C.3c — Syllable types and syllable division	Materials include a systematic sequence, explicit instruction, and cumulative practice in decoding and encoding one-syllable and multisyllabic words using syllable types and division principles.	docs/g4/implementation-guide.pdf p. 13 10 Teaching progression 1. Closed, open, and VCe syllables in multisyllabic words (fantastic, recognize, complete). 2. Vowel teams, r-controlled, and consonant-le syllables (neighborhood, important, sparkle). 3. Syllable division patterns: VCCV, VCV, VCCCV, and V/V (hap/pen, si/lent, pump/kin, po/em). 4. Homophones, compound words, docs/g4/scope-explanation.pdf p. 10 Wk Module Spelling rule Wk Module Spelling rule 1 PREPARE M1 Closed, open, and VCe review 19 C4 M3 Suffix ly and y 2 PREPARE M2 Vowel team review 20 C4 M4 Suffix ful, less, ness review 3 PREPARE M3 R-controlled review 21 C5 M1 Root terr, meaning earth 4 PREPARE M4 Schwa in unstressed syllables 22 C5 M2 Root rupt, meaning break 5 C1 M1 VCCV pattern 23 C5 M3 Root tract, meaning pull 6 C1 M2 VCV pattern 24 C5 M4 Root po docs/g4/implementation-guide.pdf p. 7 Set TEKS Sheets Also Spelling 4.2(B) 36 scripts, tracking Editing 4.11D 36 scripts, tracking Editing Part Two 4.11D 46 scripts, tracking Revising 4.11C 36 scripts, tracking Writing 4.11A, 4.12 36 scripts, tracking Evidence 4.7(C) 36 scripts, tracking Explanation 4.12(B) 36 scripts, tracking The spelling rule for every week Wk Module Rule Wk Module Rule 1 PREPARE M1 Closed, open, and VCe review 19 C4 M3 Suffix ly and
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4.D.3a — Morphemes (prefixes, roots, suffixes)	Materials include a systematic sequence, explicit instruction, and cumulative practice of morphological skills aligned to grade-level TEKS.	docs/teacher-resources/g4-morphemes-slide-decks.pdf p. 14 TEKS 3(C) MORPHEMES SUFFIX -FUL TODAY'S THINKING JOB WEEK 2 of 36 Wednesday · INDEPENDENT · Slide 4 of 10 EXACT TEKS WORDING SHOW “determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter” I can break a word into parts. docs/teacher-resources/g4-morphemes-slide-decks.pdf p. 202 graph, and meter” I can notice word parts. Notice the prefix. Read this sentence from the passage. Find the word with the prefix dis-. ““They look like they disagree,” said Elena.” docs/teacher-resources/g4-morphemes-slide-decks.pdf p. 1 This week we move across five thinking levels: NOTICE → CHOOSE → SHOW → OWN → DEFEND. docs/g4/implementation-guide.pdf p. 86 activity, and evidence 81 Change a Part, Change a Meaning (whole group). Prefix meaning in a whole word: pre-, non-, dis-, in(not), im- (into), un-, re-, and mis-. Evidence: exit slip. 1 Concept +
4.D.3b — Morphemes (prefixes, roots, suffixes)	Materials include a systematic sequence, explicit instruction, and cumulative practice of morphological skills aligned to grade-level TEKS.	docs/teacher-resources/g4-morphemes-slide-decks.pdf p. 14 TEKS 3(C) MORPHEMES SUFFIX -FUL TODAY'S THINKING JOB WEEK 2 of 36 Wednesday · INDEPENDENT · Slide 4 of 10 EXACT TEKS WORDING SHOW “determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter” I can break a word into parts. docs/teacher-resources/g4-morphemes-slide-decks.pdf p. 202 graph, and meter” I can notice word parts. Notice the prefix. Read this sentence from the passage. Find the word with the prefix dis-. ““They look like they disagree,” said Elena.” docs/teacher-resources/g4-morphemes-slide-decks.pdf p. 1 This week we move across five thinking levels: NOTICE → CHOOSE → SHOW → OWN → DEFEND. docs/g4/implementation-guide.pdf p. 86 activity, and evidence 81 Change a Part, Change a Meaning (whole group). Prefix meaning in a whole word: pre-, non-, dis-, in(not), im- (into), un-, re-, and mis-. Evidence: exit slip. 1 Concept +

Criterion	What the criterion asks	Our evidence
4.D.3c — Morphemes (prefixes, roots, suffixes)	Materials include a systematic sequence, explicit instruction, and cumulative practice of morphological skills aligned to grade-level TEKS.	docs/teacher-resources/g4-morphemes-slide-decks.pdf p. 14 TEKS 3(C) MORPHEMES SUFFIX -FUL TODAY'S THINKING JOB WEEK 2 of 36 Wednesday · INDEPENDENT · Slide 4 of 10 EXACT TEKS WORDING SHOW "determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter" I can break a word into parts. docs/teacher-resources/g4-morphemes-slide-decks.pdf p. 202 graph, and meter" I can notice word parts. Notice the prefix. Read this sentence from the passage. Find the word with the prefix dis-. "“They look like they disagree,” said Elena." docs/teacher-resources/g4-morphemes-slide-decks.pdf p. 1 This week we move across five thinking levels: NOTICE → CHOOSE → SHOW → OWN → DEFEND. docs/g4/implementation-guide.pdf p. 86 activity, and evidence 81 Change a Part, Change a Meaning (whole group). Prefix meaning in a whole word: pre-, non-, dis-, in(not), im- (into), un-, re-, and mis-. Evidence: exit slip. 1 Concept +
4.D.3d — Morphemes (prefixes, roots, suffixes)	Materials include a systematic sequence, explicit instruction, and cumulative practice of morphological skills aligned to grade-level TEKS.	docs/teacher-resources/g4-morphemes-slide-decks.pdf p. 14 TEKS 3(C) MORPHEMES SUFFIX -FUL TODAY'S THINKING JOB WEEK 2 of 36 Wednesday · INDEPENDENT · Slide 4 of 10 EXACT TEKS WORDING SHOW "determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter" I can break a word into parts. docs/teacher-resources/g4-morphemes-slide-decks.pdf p. 202 graph, and meter" I can notice word parts. Notice the prefix. Read this sentence from the passage. Find the word with the prefix dis-. "“They look like they disagree,” said Elena." docs/teacher-resources/g4-morphemes-slide-decks.pdf p. 1 This week we move across five thinking levels: NOTICE → CHOOSE → SHOW → OWN → DEFEND. docs/g4/implementation-guide.pdf p. 86 activity, and evidence 81 Change a Part, Change a Meaning (whole group). Prefix meaning in a whole word: pre-, non-, dis-, in(not), im- (into), un-, re-, and mis-. Evidence: exit slip. 1 Concept +

Criterion	What the criterion asks	Our evidence
5. Vocabulary		
5.1a — Explicit instruction on specific vocabulary with multiple strategies	Materials include explicit instruction on specific vocabulary using multiple strategies for teaching word meaning.	docs/g4/tlp/cluster-1.pdf p. 102 PA R T V I Vocabulary, Content & Preparation TEACHER SCRIPT "These are academic thinking words that help us understand questions and explain answers." 36. docs/g4/tlp/cluster-1.pdf p. 54 36. Complete Tier 1 Vocabulary TEACHER SCRIPT "These are everyday words you need so you can read about our topic and talk about it clearly." Word Student-Friendly Definition word-garden.html Evidence, the proof from the text that shows an idea is true. docs/g4/tlp/cluster-1.pdf p. 160 Knowing them helps you explain evidence precisely." Word Say It This Way Student-Friendly Definition Magna Carta MAG-nuh KAR-tuh a 1215 document that limited the king's power Runnymede RUN-ee-meed the field in England where the Magna Carta was sealed barons BAIR-uhnz powerful landowners who wanted the king to follow rules territory TERR-ih-tor-ee an area of land a country controls Caddo KAD-oh a Native American peopl
5.1b — Tier 2 and Tier 3 academic vocabulary selection	Specific vocabulary selected for explicit instruction includes high-utility Tier 2 and Tier 3 academic vocabulary.	docs/g4/tlp/cluster-1.pdf p. 48 Language Domains Domain How This Module Builds It Listening Students hear a thesis (central idea) and decide whether it is WHAT, WHY, or HOW. docs/g4/tlp/cluster-1.pdf p. 104 Knowing them helps you talk about the texts like an expert." Word Say It This Way Student-Friendly Definition Magna Carta MAG-nuh KAR-tuh a 1215 document that limited the king's power Runnymede RUN-ee-meed the field in England where the Magna Carta was sealed barons BAIR-uhnz powerful landowners who wanted the king to follow rules negotiation nih-goh-shee-AY-shun talking to reach an agreement Caddo KAD-oh a Native Am docs/g4/tlp/cluster-1.pdf p. 55 37. Complete Tier 2 Vocabulary TEACHER SCRIPT "These are the academic thinking words you will use in every subject. When you know them, you can understand a

Criterion	What the criterion asks	Our evidence
5.1c — Repeated vocabulary practice in multiple contexts	Materials include repeated opportunities for students to practice using specific vocabulary in multiple contexts.	docs/g4/tlp/cluster-1.pdf p. 94 Every TRACKS treatment; annotation guides SPIRAL 4.7F respond using newly acquired vocabulary as appropriate Every writing assignment in this module SPIRAL 4.7G discuss specific ideas in the text that are important Explaining moments; Day 5 to the meaning RECURSIVE 4.11D(i) , edit drafts using standard English conventions, including complete simple sentences with subjectverb agreement and correct spelling of highfreq word-garden.html Let us grow our writing words together, breathe, and listen. docs/parent-portal/parent-explanation-packet.pdf p. 4 The collection also includes the Big Word Detective set, songs that teach prefixes, roots, and suffixes for building vocabulary docs/g4/tlp/cluster-1.pdf p. 160 Knowing them helps you explain evidence precisely." Word Say It This Way Student-Friendly Definition Magna Carta MAG-nuh KAR-tuh a 1215 document that limited the king's power Runnymede RUN-ee-meed the field in England where the Magna Carta was sealed barons BAIR-uhnz powerful landowners who wanted the king to follow rules territory TERR-ih-tor-ee an area of land a country controls Caddo KAD-oh a Native American people
5.2a — Explicit instruction on morphemic analysis	Materials include explicit instruction on using morphemic analysis to determine word meaning aligned to grade-level TEKS.	docs/teacher-resources/g4-morphemes-slide-decks.pdf p. 14 TEKS 3(C) MORPHEMES SUFFIX -FUL TODAY'S THINKING JOB WEEK 2 of 36 Wednesday · INDEPENDENT · Slide 4 of 10 EXACT TEKS WORDING SHOW "determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter" I can break a word into parts. docs/teacher-resources/g4-morphemes-slide-decks.pdf p. 1 When I find a prefix, suffix, or root, I can use it to figure out a word I do not know docs/g4/implementation-guide.pdf p. 86 activity, and evidence 81 Change a Part, Change a Meaning (whole group). Prefix meaning in a whole word: pre-, non-, dis-, in(not), im- (into), un-, re-, and mis-. Evidence: exit slip. 1 Concept +
5.2b — Practice using morphemic analysis	Materials include opportunities for students to practice using morphemic analysis to determine word meaning.	docs/teacher-resources/g4-morphemes-slide-decks.pdf p. 1 This week we move across five thinking levels: NOTICE → CHOOSE → SHOW → OWN → DEFEND. docs/teacher-resources/g4-morphemes-slide-decks.pdf p. 52 Notice the prefix. Read this sentence from the passage. Find the word with the prefix dis- docs/g4/implementation-guide.pdf p. 17 Activities Change a Part, Change a Meaning (whole group) The Word-Part Workshop (partners) Show What You Understand (independent) Reference: Keep this thinking handy. docs/teacher-resources/g4-morphemes-tracking-sheets.pdf p. 1 Write your answer for each thinking level in its box.

Criterion	What the criterion asks	Our evidence
5.2c — Explicit instruction on contextual analysis	Materials include explicit instruction on using contextual analysis to determine word meaning aligned to grade-level TEKS.	docs/g4/implementation-guide.pdf p. 17 un-, re-, and mis-. 2. Suffix meaning and spelling changes: -ness, -ful, -less, -ly, -ment, and -tion/-sion. 3. Affixes plus context: blend part, base, and sentence docs/g4/tlp/cluster-1.pdf p. 165 Anchor Charts / Core Strategy Visuals Evidence-and-Explanation Key Red Circle Yellow Box Green Triangle Noun (topic) Verb (action) Clue word (WHY or HOW) The Two Types of Prompts (Clue-Word Chart) Thinking Type Clue Words What the Writer Explains WHY prompts WHY Reasons something happened or was needed. docs/teacher-resources/g4-word-choice-slide-decks.pdf p. 29 Which word could replace 'volunteers' and keep almost the same meaning?
5.2d — Practice using contextual analysis	Materials include opportunities for students to practice using contextual analysis to determine word meaning.	docs/teacher-resources/g4-word-choice-slide-decks.pdf p. 49 money while receiving little in return. As frustration grew, trust in the king began to decline. Which word could replace 'decline' and keep almost the same meaning? docs/g4/implementation-guide.pdf p. 17 2. Suffix meaning and spelling changes: -ness, -ful, -less, -ly, -ment, and -tion/-sion. 3. Affixes plus context: blend part, base, learning-literature.html A strong story is the most natural vocabulary lesson there is. When a new word arrives inside a tale a student cares about, the meaning is already half-known from the moment around it, and
6. Fluency		
6.1a — Modeling of fluent reading	Materials include modeling of fluent reading, including rate, accuracy, and prosody.	listen-g4-c1-a-promise-written-long-ago.html Press play, and the gold box moves word by word as the passage is read aloud, so students hear and see it at the same time. learning-literature.html As every page settles it is read aloud in a warm teacher voice, so a young reader can follow along and hear the words as they see them. teacher-resources.html The low stamina reading passage for every cluster, read aloud in Randi Whitney's own voice, with each word lighting up as it is spoken.

Criterion	What the criterion asks	Our evidence
8. Comprehension		
8.1a — High-quality, grade-level, complex texts	Materials include opportunities for students to read high-quality, grade-level, complex texts appropriate for the stated purpose.	docs/teacher-resources/g4-reading-passages.pdf p. 1 THE WRITING ACADEMY®, LLC TEACHER RESOURCES Grade 4 Reading Passages Every reading passage in the Grade 4 ECR system, gathered in one place. Each passage grows through four stamina levels, one for docs/assessments/g4/g4-cluster-1.pdf p. 3 Path B : Application Artifact Student writes a thesis for the passage and underlines the detail that best proves it. docs/g4/passage-accuracy.pdf p. 1 PURPOSE OF THIS CHART Every checkable fact in the Grade 4 passages (dates, names, numbers, places, events, scientific statements, and definitions) was checked against authoritative sources. docs/g4/suitability.pdf p. 3 and the civic values the State Board of Education asks for Overview Every reading passage in the Grade 4 Supplemental Support System was chosen to do two jobs at once. It teaches a language arts skill, and it carries content worth
8.1b — Variety of high-quality texts at different complexity levels	Materials include a variety of high-quality texts at different levels of complexity.	teacher-resources.html Every passage your students meet lives here, gathered in one place and grown through four stamina levels, so the same story can stretch to fit a beginning reader and an established one in the very same week docs/g4/scope-and-sequence.pdf p. 8 • GRADE 4 CLUSTER 4 Cluster 4: ECR: Opinion Weeks 17 to 20 · Teacher Lesson Plan book · Student Workbook Passage and stamina Key framework Module 1 CREATURES Foundation The Wealth of Mansa Musa Four Regions, One Big Adventure Low stamina CREATURES Wk 18 Module 2 From Facts to a Coherent Case The Wealth of Mansa Musa Four Regions, One Big Adventure Medium stamina Wk 19 Module 3 Understanding Others and Rebuttal Wk 20 docs/teacher-resources/g4-reading-passages.pdf p. 3 The passages are arranged by cluster. Within each cluster, every passage appears at all four stamina levels, from the shortest Module 1 reading to the fullest Module 4 reading
8.1c — Relevant, engaging texts reflecting diverse backgrounds	Texts include content that is relevant, engaging, and authentically reflects students diverse backgrounds and experiences.	docs/g4/suitability.pdf p. 3 Biographies of builders and inventors carry the free enterprise system. Histories of the Pilgrims, the founders, and early Texas carry patriotism, founding ideas, and state history research.html Every design choice in the program, grounded in current, cited research. Each document stands on its own with works cited. content-language-support.html Each passage is the same grade-level reading the class already uses, with key words a student can tap to see a simple picture

Criterion	What the criterion asks	Our evidence
8.2a — Activate or supply background knowledge	Materials activate or supply background knowledge.	docs/g4/tlp/cluster-1.pdf p. 62 the village. Families worked together to plant, water, and harvest the crops. Everyone understood that a successful harvest meant there would be enough food for the coming months. Tayanita often helped by pulling weeds docs/g4/teacher-users-guide.pdf p. 8 Use the hook, prior knowledge, title/passage preview, or retrieval cue named in the lesson. docs/g4/tlp/cluster-1.pdf p. 93 convey information about a topic, using a clear central idea 4.12B(ii) Writing Genre compose informational texts, Day 2 including brief compositions that convey information about a topic, using genre characteristics Days 3-5 Writing Assignment 4.12B(iii) Writing Genre compose informational texts, Day 2 including brief compositions that convey information about a topic, using craft Days 3-5 Writing Assignment 4.11C(i)
8.2b — Pre-teaching of unfamiliar vocabulary in texts	Materials include pre-teaching of unfamiliar vocabulary in texts.	docs/g4/tlp/cluster-1.pdf p. 16 Complete Tier 1 Vocabulary TEACHER SCRIPT "Before we begin, let's preview the words we will use to talk about thinking, evidence, and explanation - everyday words, academic words, and words from our two passages." Word Student-Friendly Definition Oral Rehearsal Frame work to do a job or effort The people work together to ____. docs/g4/tlp/cluster-1.pdf p. 105 The Evidence Habit Before writing, students DOT unfamiliar words and use TRACKS to find the kinds of textual evidence. content-language-support.html Each passage is the same grade-level reading the class already uses, with key words a student can tap to see a simple picture.
8.2c — Explicit instruction on contextual analysis in texts	Materials include explicit instruction on using contextual analysis to determine the meaning of unfamiliar vocabulary in texts.	docs/g4/implementation-guide.pdf p. 17 2. Suffix meaning and spelling changes: -ness, -ful, -less, -ly, -ment, and -tion/-sion. 3. Affixes plus context: blend part, base, and learning-literature.html The Gazette is written so that playful, precise language sits in easy reach of context, the exact way words are meant to be learned
8.2d — Practice contextual analysis with unfamiliar vocabulary in texts	Materials include opportunities for students to practice using contextual analysis to determine the meaning of unfamiliar vocabulary in texts.	docs/teacher-resources/g4-word-choice-slide-decks.pdf p. 338 exactly what communities do: giving something they have and receiving something they need in return. CHOOSE B. traded. It is the action word, and docs/g4/tlp/cluster-1.pdf p. 151 • Keep the grade-level prompt intact. Read it aloud, define one needed word, and return the thinking work to the student. • Use content-language-support.html One tap shows a clear picture of the word, so a student who is still learning English can keep up without a separate, watered-down text.

Criterion	What the criterion asks	Our evidence
8.3a — Systematic explicit comprehension instruction at multiple levels	Materials include systematic and explicit instruction on reading comprehension skills at multiple levels, literal, inferential, and evaluative.	docs/assessments/diagnostics/thinking-level-ladders.pdf p. 2 Weighs several pieces of evidence and defends which is strongest, and why. docs/course-overview/design-and-imra-implementation-guide.pdf p. 20 Complexity comes from the reasoning required, not merely from changing the item type. docs/g4/scope-explanation.pdf p. 9 Explain evidence so the reader knows what it means. docs/connection/g4-c2-connection-activities.pdf p. 6 evidence from our content. A FIVE MINUTE BRIDGE Give students a reason. Ask them to find the exact words that prove it and copy them with quotation marks.
8.3b — Practice comprehension at multiple levels with varied texts	Materials include opportunities for students to practice reading comprehension skills at multiple levels with a variety of grade-level texts.	docs/assessments/g4/g4-cluster-1.pdf p. 3 Path C : Choice Demonstration Student may map, say, or write the thesis: same target, same scoring. docs/teacher-resources/g4-reading-passages.pdf p. 3 Every passage appears at all four stamina levels, from the shortest Module 1 reading to the fullest Module 4 reading docs/g4/tlp/cluster-1.pdf p. 92 Learning Destination Module Learning Objective: Students will tell evidence from a summary, use CSI to decide whether a quote is strong enough, announce a quote with a signal phrase and quotation marks, and add strong evidence to a thesis (central idea) to prove it.
9. Writing		
9.1a — Explicit systematic instruction in writing conventions	Materials include systematic and explicit instruction in writing conventions such as syntax, spelling, grammar, capitalization, and punctuation, in the context of authentic writing.	docs/g4/scope-explanation.pdf p. 11 edit drafts using standard English conventions. Our materials number its parts as 35 breakouts, (i) through (xxxv), and every one of them is taught in the Standards Slide Decks, scripted for the teacher, and tracked for each student. Four breakouts, (i) Complete docs/g4/scope-explanation.pdf p. 22 THE WRITING ACADEMY®, LLC. • GRADE 4 P A R T X I Spiral Review and Where to Find Everything When Review Keep it manageable Every day Two brief review prompts from earlier learning. Rotate older skills; a short oral or written response docs/g4/implementation-guide.pdf p. 1 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 4 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 docs/teacher-resources/g4-editing-slide-decks.pdf p. 1 This deck teaches Subject-Verb Agreement across the five RPLD thinking levels: NOTICE → CHOOSE → SHOW → OWN → DEFEND.

Criterion	What the criterion asks	Our evidence
9.1b — Practice writing conventions in authentic writing	Materials include opportunities for students to practice writing conventions in the context of authentic writing.	docs/course-overview/pacing-framework.pdf p. 4 Editing Triplet, 5 min, Builds editing and conventions skills, Applied immediately to students own writing docs/g4/scope-explanation.pdf p. 6 • GRADE 4 Wk Module Focus (Teacher Lesson Plan) Stamina Framework Passages 13 C3 M1 Your First Full TREES Response Low TREES, DEEP FACTS A Lone Star Choice; Making it Happen 14 C3 M2 Recognizing Relational Prompt Types Medium TREES, CSI A Lone Star Choice; Making it Happen 15 C3 M3 Magnifying Many Ideas into Three Strong Reasons High TREES, CSI A Lone Star Choice; Making it Happen 16 C3 M4 Matching Reasons, Evidence, docs/g4/tlp/cluster-1.pdf p. 67 Tell a partner: "My thesis (central idea) is strong because it includes ____, ____, and ____." Choose one next step: identify the charge more carefully; use all three thesis (central idea) pieces; match sentence structure to the prompt; upgrade vocabulary accurately. docs/g4/implementation-guide.pdf p. 6 • GRADE 4 Wk Module Focus (Teacher Lesson Plan) Stamina Framework Deck 1 PREPARE M1 The Writer's Job Comes First: Choosing a Response Genre Low TRAILS Deck 1 2 PREPARE M2 The Same Idea, Many Jobs: Purpose and Audience Change the Writing 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 Le
9.2a — Explicit instruction on each step of the writing process	Materials include explicit instruction on each step of the writing process, planning, drafting, revising, editing, and sharing, aligned to grade-level TEKS.	docs/g4/scope-and-sequence.pdf p. 4 57 Deck 2 of 36 (19 slides) The Same Idea, Many Jobs: Purpose and Audience Change the Writing Wk 3 Module 3 Choose the Route and the Planning Strategy Serve High stamina TRAILS 4.11A(i), 4.11C(i), 4.12A(i), 4.12A(ii) Editing: 4.11D (i), (vii), (ix), (xxv) PREPARE, Module 3 Teacher Lesson Plan p. docs/g4/teacher-users-guide.pdf p. 7 Activate what students know; create curiosity; make teacher thinking visible through explicit modeling. docs/g4/teacher-users-guide.pdf p. 9 Give revision time. A Target without action is only a goal statement. song-writing-process-drill.html Writing Process Drill, The whole writing process, drilled to a beat

Criterion	What the criterion asks	Our evidence
9.2b — Practice each step of the writing process	Materials include opportunities for students to practice each step of the writing process aligned to grade-level TEKS.	docs/g4/tlp/cluster-1.pdf p. 106 Materials Needed Category Items Core print materials Printed copies of both passages; interactive notebooks; anchor chart paper Activity / game materials WHY, HOW, and BOTH spinner; prompt cards using the module's displayed prompts; a simple movement path and markers for CSI Evidence Sort Writing materials Pencils; dry erase boards and markers; sticky notes Assessment materials Student Exit Ticket page; My Progress T docs/g4/scope-explanation.pdf p. 7 Students try the new skill with structure, partners, and guided practice. docs/course-overview/pacing-framework.pdf p. 6 One shared text and prompt carries the whole week, from first read to finished response. docs/g4/geo/tlp-prepare-geo.pdf p. 90 choose one detail and a register. Step 4: Say It. Students rehearse the choice with a partner, then write it in the PREPARE header.
9.3a — Explicit instruction in writing craft	Materials include explicit instruction in writing craft such as text structure, word choice, figurative language, and literary devices across a variety of text types.	docs/g4/implementation-guide.pdf p. 1 Nine Implementation sections (Spelling, Grammar: Sentence Weather, Morphemes, Capitalization, Punctuation, Syntax, Word Choice, Literary Devices, Figurative Language) with teaching progressions, full TEKS wording, activities docs/g4/scope-explanation.pdf p. 3 Language and Craft, nine focus sections, spelling through figurative language, practiced across the year docs/teacher-resources/g4-figurative-language-slide-decks.pdf p. 1 This deck teaches figurative language across the five RPLD thinking levels: NOTICE → CHOOSE → SHOW → OWN → DEFEND. docs/teacher-resources/g4-literary-devices-slide-decks.pdf p. 1 This deck teaches imagery across the five RPLD thinking levels: NOTICE → CHOOSE → SHOW → OWN → DEFEND. g4.html HOW TO USE THIS PAGE Start with the top three: Teacher Lesson Plans, Student Workbooks, and Lesson Daily Deck Sets.
9.3b — Explicit instruction in composition across text types and lengths	Materials include explicit instruction in writing composition in a variety of text types and a variety of text lengths.	docs/g4/reports/writing-genre-response-type-progression.pdf p. 1 4th Grade — Writing Genre & Response-Type Progression Teach BIG® Writing Curriculum • The Writing Academy®, LLC • Grade 4 How the writing response grows across the year — from choosing a genre, to short responses, to extended and argumentative writing, to paired-passage synthesis and research. docs/g4/tlp/cluster-1.pdf p. 6 Family Letter (English) Dear Families, This week your student is beginning Cluster 1 of our Grade 4 writing curriculum, "Level Up Your Thinking." The focus is the Short Constructed Response (SCR): a clear thesis (central idea), strong evidence from the text, and an explanation that proves the idea. course-overview.html Writing Genre and Response-Type Progression, how the writing genres and response types build across the Grade 3 clusters

Criterion	What the criterion asks	Our evidence
9.3c — High-quality mentor texts to model composition	Materials include high-quality mentor texts to model writing composition in a variety of text types and lengths.	docs/g4/tlp/cluster-1.pdf p. 69 PA R T X Student Exemplars Prompt: Why is the setting important to the people in Tayanita's village? Write a WHY thesis (central idea) with all three pieces. 51. Low / Developing Exemplar Field Detail Student response The setting is important. What learning-literature.html Learning Literature is our own library of stories written on purpose. A student reads for the fun of the tale, and the craft underneath is doing the teaching
9.3d — Practice writing composition across text types and lengths	Materials include opportunities for students to practice writing composition in a variety of text types and lengths.	docs/g4/tlp/cluster-1.pdf p. 91 Weekly GRADUATE Map Day 1 Gather + Reveal; Day 2 Attempt; Day 3 Discuss + Use; Day 4 Award + Target; Day 5 Explain / Educate Student Product(s) CSI Evidence Sort; Add-Evidence-to-the-Thesis (central idea) practice; Turnand-Teach explanation; My Progress Tracker Formal Assessment Product Student Exit Ticket and the Module Writing Assignment (SCR) The Writing Academy®, LLC Page 7 of 55 Grade 4 · Cluster 1 · Module 3 docs/assessments/summative/g4-summative-1.pdf p. 1 THE WRITING ACADEMY, LLC Summative Assessment 1 Grade 4 Clusters Prepare, 1, and 2 Genre Selection and Narrative Planning, Informational Short Constructed Response (SCR) with Thesis (Central Idea) and Evidence, and Precise Word Choice in Informational Writing The Writing Academy, LLC docs/course-overview/pacing-framework.pdf p. 4 Students plan, draft, revise, edit, and complete written responses
9.4a — Explicit instruction on writing text-based responses	Materials include explicit instruction on writing text-based responses with a variety of grade-level texts.	docs/g4/scope-explanation.pdf p. 4 Shape the prompt, write a thesis (central idea), select evidence, and explain it. docs/g4/scope-explanation.pdf p. 9 Explain evidence so the reader knows what it means. docs/g4/tlp/cluster-1.pdf p. 6 Family Letter (English) Dear Families, This week your student is beginning Cluster 1 of our Grade 4 writing curriculum, "Level Up Your Thinking." The focus is the Short Constructed Response (SCR): a clear thesis (central idea), strong evidence from the text, and an explanation that proves the idea. docs/connection/g4-c2-connection-activities.pdf p. 6 evidence from our content. A FIVE MINUTE BRIDGE Give students a reason. Ask them to find the exact words that prove it and copy them with quotation marks.
9.4b — Practice writing text-based responses	Materials include opportunities for students to practice writing text-based responses with a variety of grade-level texts.	docs/g4/tlp/cluster-1.pdf p. 106 Materials Needed Category Items Core print materials Printed copies of both passages; interactive notebooks; anchor chart paper Activity / game materials WHY, HOW, and BOTH spinner; prompt cards using the module's displayed prompts; a simple movement path and markers for CSI Evidence Sort Writing materials Pencils; dry erase boards and markers; sticky notes Assessment materials Student Exit Ticket page; My Progress T docs/assessments/summative/g4-summative-1.pdf p. 1 THE WRITING ACADEMY, LLC Summative Assessment 1 Grade 4 Clusters Prepare, 1, and 2 Genre Selection and Narrative Planning, Informational Short Constructed Response (SCR) with Thesis (Central Idea) and Evidence, and Precise Word Choice in Informational Writing The Writing Academy, LLC

Criteria for Kindergarten to Grade 2

These criteria apply to Kindergarten through Grade 2 foundational skills; our program serves Grades 3 through 5.

- **4.2a** Phonological and phonemic awareness (K-2 section)
- **4.2b** Phonological and phonemic awareness (K-2 section)
- **4.2c** Phonological and phonemic awareness (K-2 section)
- **4.2d** Phonological and phonemic awareness (K-2 section)
- **4.2e** Phonological and phonemic awareness (K-2 section)
- **4.A.3a** Sound-spelling patterns (decoding and encoding)
- **4.A.3b** Sound-spelling patterns (decoding and encoding)
- **4.A.3c** Sound-spelling patterns (decoding and encoding)
- **4.A.3d** Sound-spelling patterns (decoding and encoding)
- **4.B.3a** Regular and irregular high-frequency words
- **4.B.3b** Regular and irregular high-frequency words
- **4.B.3c** Regular and irregular high-frequency words
- **4.B.3d** Regular and irregular high-frequency words
- **6.1b** Fluency practice with word lists, phrases, and connected texts
- **6.1c** Fluency practice with word lists, phrases, and connected texts
- **6.1d** Fluency practice with word lists, phrases, and connected texts
- **6.1e** Fluency practice with word lists, phrases, and connected texts
- **7.1a** Handwriting instruction, practice, and feedback
- **7.1b** Handwriting instruction, practice, and feedback
- **7.1c** Handwriting instruction, practice, and feedback