**Curriculum Calendar for Grammar Across the Writing Process: 4th Grade**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Grade 4 MAISA Writing Units** | **Launching with Realistic Fiction Stories** | **Literary Non-fiction: Personal Expertise** | **Opinion** | ***Nonfiction Writing Matters (old unit)*** | ***Exploring and Creating Poetry (old unit)*** | ***Research Writing Matters (old unit)*** |
| **GENERATING/NOTEBOOK**  ***G.R.R.***  ***“By”***  ***(Hold Accountable)*** |  |  | L.4.1e  Form and use prepositional phrases  L.4.1b  Form and use the progressive verb tenses  L.4.2a  Use correct capitalization  L.4.2b  Use commas and quotation marks to mark direct speech and quotations from a text | L.4.1c  Use modal auxiliaries to convey various conditions  L.4.1d  Order adjectives within a sentence according to conventional patterns  L.4.3a  Choose words and phrases to convey ideas precisely  L.4.1a  Use relative pronouns | L.4.1f  Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons  L.4.1g  Correctly use frequently confused words  L.4.2c  Use a comma before a coordinating conjunction in a compound sentence  L.4.3b  Choose punctuation for effect | L.4.5a  Simple similes and metaphors  L.4.5b  Idioms, adages, and proverbs |
| **DRAFTING**  ***G.R.R.***  ***“With”*** |  | L.4.1e  Form and use prepositional phrases  L.4.1b  Form and use the progressive verb tenses  L.4.2a  Use correct capitalization  L.4.2b  Use commas and quotation marks to mark direct speech and quotations from a text | L.4.1c  Use modal auxiliaries to convey various conditions  L.4.1d  Order adjectives within a sentence according to conventional patterns  L.4.3a  Choose words and phrases to convey ideas precisely  L.4.1a  Use relative pronouns | L.4.1f  Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons  L.4.1g  Correctly use frequently confused words  L.4.2c  Use a comma before a coordinating conjunction in a compound sentence  L.4.3b  Choose punctuation for effect | L.4.5a  Simple similes and metaphors  L.4.5b  Idioms, adages, and proverbs | L. 4.5c  Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms) |
| **REVISION**  ***G.R.R.***  ***“To”*** | L.4.1e  Form and use prepositional phrases  L.4.1b  Form and use the progressive verb tenses  [L.4.2a](https://docs.google.com/document/d/1LVToxXDCCrfd53bOLMQjoniXMK35w-Z5ym9cwjsxGew/edit)  [Use correct capitalization](https://docs.google.com/document/d/1LVToxXDCCrfd53bOLMQjoniXMK35w-Z5ym9cwjsxGew/edit)  [L.4.2b](https://docs.google.com/document/d/13BoPNX7-GVZyzZHmJzY09MGa4BVIE8fiurREUXaBJ0U/edit)  [Use commas and quotation marks to mark direct speech and quotations from a text](https://docs.google.com/document/d/13BoPNX7-GVZyzZHmJzY09MGa4BVIE8fiurREUXaBJ0U/edit) | [L.4.1c](https://docs.google.com/document/d/1EBD5fhyyVXbHdDKoiz2QmH-y9ps3Z-SMmLt-R6IuCFU/edit)  [Use modal auxiliaries to convey various conditions](https://docs.google.com/document/d/1EBD5fhyyVXbHdDKoiz2QmH-y9ps3Z-SMmLt-R6IuCFU/edit)  [L.4.1d](https://docs.google.com/document/d/1ZTH0qPM9ruPDEgnwdaTvDfwwcV4G5esnhoO6iq47CwM/edit)  [Order adjectives within a sentence according to conventional patterns](https://docs.google.com/document/d/1ZTH0qPM9ruPDEgnwdaTvDfwwcV4G5esnhoO6iq47CwM/edit)  [L.4.3a](https://docs.google.com/document/d/1hJEviRC-SR23yRipeSm5vXvqQt5lZwO2s1gMfNvYM9A/edit)  [Choose words and phrases to convey ideas precisely](https://docs.google.com/document/d/1hJEviRC-SR23yRipeSm5vXvqQt5lZwO2s1gMfNvYM9A/edit)  [L.4.1a](https://docs.google.com/document/d/16fnPUobVjH5y01XKDp6c6KE8g33AmMhrzHLHS61-I6o/edit)  [Use relative pronouns](https://docs.google.com/document/d/16fnPUobVjH5y01XKDp6c6KE8g33AmMhrzHLHS61-I6o/edit) | [L.4.1f](https://docs.google.com/document/d/1ySzhZQNWIdH_FgVVNCqb5PG2W6l2W2Eack8dBuIrc3s/edit)  [Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons](https://docs.google.com/document/d/1ySzhZQNWIdH_FgVVNCqb5PG2W6l2W2Eack8dBuIrc3s/edit)  [L.4.1g](https://docs.google.com/document/d/1Na3ApZCO2uARkaIWoAa4SZ8iEuqICPRJ3emcWaYw2PU/edit)  [Correctly use frequently confused words](https://docs.google.com/document/d/1Na3ApZCO2uARkaIWoAa4SZ8iEuqICPRJ3emcWaYw2PU/edit)  [L.4.2c](https://docs.google.com/document/d/1z_Su6TsTbY6EK4gauzmqscTwPN4HBlECKW05IV1b5UM/edit)  [Use a comma before a coordinating conjunction in a compound sentence](https://docs.google.com/document/d/1z_Su6TsTbY6EK4gauzmqscTwPN4HBlECKW05IV1b5UM/edit)  [L.4.3b](https://docs.google.com/document/d/1wHKzxdbPHPS2-cVzi0tU6yAJMqdYirNeFLGcHpBUzd8/edit)  [Choose punctuation for effect](https://docs.google.com/document/d/1wHKzxdbPHPS2-cVzi0tU6yAJMqdYirNeFLGcHpBUzd8/edit) | L.4.5a  Simple similes and metaphors  L.4.5b  Idioms, adages, and proverbs | L. 4.5c  Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms) |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Editing skills to be taught explicitly and used within each unit:** | L.4.4c  Reference materials (print and digital) to find pronunciation, precise meaning  L.4.2d  Use grade appropriate spelling | L.4.4c  Reference materials (print and digital) to find pronunciation, precise meaning  L.4.2d  Use grade appropriate spelling | L.4.4c  Reference materials (print and digital) to find pronunciation, precise meaning  L.4.2d  Use grade appropriate spelling | L.4.4c  Reference materials (print and digital) to find pronunciation, precise meaning  L.4.2d  Use grade appropriate spelling | L.4.4c  Reference materials (print and digital) to find pronunciation, precise meaning  L.4.2d  Use grade appropriate spelling | L.4.4c  Reference materials (print and digital) to find pronunciation, precise meaning  L.4.2d  Use grade appropriate spelling |

**G.R.R.= GRADUAL RELEASE OF RESPONSIBILITY:**

* *This grammar integration chart incorporates the research-based practice of Gradual Release of Responsibility (GRR). This means that as the teacher/students move up and over the rows and columns, teachers are gradually releasing responsibility regarding that particular Language CCSS to the students*
* *Each new Language (grammar) CCSS is introduced in the REVISION section (row), and then moves up to the DRAFTING section (row) in the next unit (column), and finally to the GENERATING/NOTEBOOK section (row) of the subsequent unit (column). Therefore, students have three explicit exposures to each Language CCSS in stair step order*
* *Each Language CCSS is introduced (explicitly taught) only in the REVISION section, with not one being repeated across that row; this is the teaching “TO” row. This allows for every applicable Language CCSS to be taught in a manageable and systematic way within the context of the writing workshop*
* *The next row, DRAFTING, is the “WITH” row; when each CCSS makes it to this row on the second exposure, this would be a great time to touch on these skills in individual and group conferences as well as during mid-workshop teaching points*
* *By the third exposure to a Language CCSS in the GENERATING/NOTEBOOK section, students are in the “BY” row; this is a good time to post these CCSS as standards that we expect students to be able to use independently and then we hold them accountable to that expectation. In other words, by the third exposure, students should be able to incorporate these tasks even at the “Generating” step (row). We can hold them accountable (and teach them to hold themselves accountable) by posting these standards, checking in on them during individual conferring, expecting them on Revising/Editing Checklists, and supporting students through individual goal setting, for example*

**LANGUAGE CCSS NOT IN THIS CURRICULUM CALENDAR:**

* [**L. 4.3 c**](https://docs.google.com/document/d/1mJZGL-u9FrbeUE70EnpHHRTFNlf6-utrNQteX7GDTpw/edit)**-** These standards are more easily integrated into the reading workshop through discourse
* **L.4.4 a and b-** This standard is more easily integrated into the reading workshop
* **L.4.6-** Integrated within reading workshop, word study, phonics, writing workshop…

***Support documents and information modified from bit.ly/grammarthattransfers (then click documents) 2015 COOR ISD Literacy Committee***