



DOMAIN: Language (L)

I. BIG IDEA: Grammar Conventions (GC)		
Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.		
STANDARD 3-5.L.GC.1: Grammar, Usage, & Mechanics		
Learn and apply conventions of Standard English grammar, usage, and mechanics to aid the comprehension and analysis of texts and to communicate clearly and precisely in written and spoken language.*		
Top Score Grammar Unit		
STANDARD 3-5.L.GC.2: Syntax		
Apply understanding of sentence structure to comprehend and compose varied sentences.		
4th GRADE EXPECTATIONS		
<i>Expectations for Constructing Texts</i>		
4.L.GC.2.b	Use a variety of simple, compound, and complex sentences to strengthen clarity and coherence, maintaining consistent verb tense within and between sentences.	Grammar lessons These expectations are also incorporated into daily Top Score Writing lessons and tasks to reinforce consistent practice and application. Grammar lessons.
4.L.GC.2.c	Use correct subject and verb agreement consistently achieve clarity in a variety of sentences.	
4.L.GC.2.d	Elaborate on ideas and information, using adjectives and adverbs when incorporating details and descriptions to convey precise meaning and engage audiences.	



DOMAIN: Texts (T)

II. BIG IDEA: Structures & Style (SS)

Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts.

STANDARD 3-5.T.SS.1: Organization

Demonstrate and apply understanding of organizational structures and elements to create coherent and engaging texts.

4th GRADE EXPECTATIONS

Expectations for Constructing Texts

4.T.SS.1.c	Use conjunctions and transition words or phrases, such as similarly and in contrast, to show relationships between ideas and information.	Lessons 16, 41, 67, 82, 94
4.T.SS.1.d	Craft related sentences into cohesive paragraphs that follow a chosen structure using transitions.	Lessons 5-9, 11-14, 15, 18, 20, 22, 27-28, 30, 34, 38, 40, 42, 44, 46, 48, 53-54, 56, 60, 64, 66, 68, 70, 72, 74, 77-80, 86, 88, 92-93, 99-101, 106-109 Bonus Lessons 5-7



DOMAIN: Texts (T)

III. BIG IDEA: Techniques (T)		
Students explain, analyze, and use various techniques to comprehend and shape meaning.		
STANDARD 3-5.T.T.1: Narrative Techniques		
Explain, analyze, and use narrative techniques to shape understanding.		
4th GRADE EXPECTATIONS		
<i>Expectations for Constructing Texts</i>		
4.T.T.1.e	Apply narrative techniques (e.g., character, setting, problem, resolution, and dialogue) to develop a real or imagined experience using descriptive details, clear event sequences, and a conclusion.	Lessons 75-89 Bonus Lessons 1-7
STANDARD 3-5.T.T.2: Expository Techniques		
Explain, analyze, and use expository techniques to shape understanding.		
4.T.T.2.d	Apply expository techniques that clearly introduce a topic, group paragraphs or sections to develop the topic with facts and other information (e.g., definitions, concrete details, quotations), use precise language, and provide a concluding statement or section.	Lessons 23-48, 92-93, 99-101, 106, 108, 110
STANDARD 3-5.T.T.3: Opinion Techniques		
Explain, analyze, and use opinion techniques to shape understanding.		
4.T.T.3.c	Apply opinion techniques to create opinion pieces that introduce the topic, state an opinion about the topic, supply reasons and evidence to support the opinion with linking words (e.g., because, therefore, since, for example) to connect the opinion and reasons, and provide a concluding statement or section.	Lessons 49-74, 95, 99-100, 105, 107, 109



DOMAIN: Practices (P)

I. BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.		
STANDARD K-12.P.EICC.1: Reader & Writer Identity Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.		
K-12 GRADE EXPECTATIONS		
<i>Expectations for Interpreting and Constructing Texts</i>		
K-12.P.EICC.1.e	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.	Modeled, guided, and partner practice activities incorporated into daily lessons.
K-12.P.EICC.1.f	Develop independence and autonomy as a reader and writer.	Gradual release of responsibility framework incorporated into daily lessons.
STANDARD K-12.P.EICC.2: Engagement & Intention Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond.		
K-12.P.EICC.2.a	Share real or imagined experiences by interpreting and constructing texts that tell or include stories.	Lessons 75-89 Bonus Lessons 1-7
K-12.P.EICC.2.c	Explain and learn concepts and processes by interpreting and constructing texts.	Lessons 23-48, 92-93, 99-101, 106, 108



DOMAIN: Practices (P)

STANDARD K-12.P.EICC.4: Writing Processes		
Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.		
K-12.P.EICC.4.a	Establish a purpose and goals for writing and identify a target audience.	Lessons 1, 23-24, 49-50, 75
K-12.P.EICC.4.b	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.	Lessons 2-4, 25-26, 51-52, 76, 96-97
K-12.P.EICC.4.c	Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.	Lessons 2-4, 25-26, 51-52, 76, 96-97
K-12.P.EICC.4.d	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.	Lessons 2-4, 25-26, 51-52, 76, 96-97
K-12.P.EICC.4.e	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.	Lessons 5-9, 11-15, 17-18, 20, 22, 27-40, 42, 44, 46, 48, 53-66, 68, 70, 72, 74, 77-81, 84-86, 88, 92-93, 99-101, 103, 106-110
K-12.P.EICC.4.f	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.	Lessons 19, 21, 43, 45, 47, 69, 71, 73, 83, 87, 89, 90
K-12.P.EICC.4.g	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.	Lessons 10, 19, 43, 45, 69, 71, 87, 89, 90
K-12.P.EICC.4.h	Edit the text, ensuring it adheres to the conventions of written language.	Lessons 10, 19, 43, 45, 69, 71, 87, 89, 90



DOMAIN: Practices (P)

III. BIG IDEA: Author's Craft (AC)		
Students apply knowledge of author's craft to enhance the interpretation and construction of texts.		
STANDARD K-12.P.AC.2: Writing Like a Reader		
Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.		
K-12 GRADE EXPECTATIONS		
<i>Expectations for Constructing Texts</i>		
K-12.P.AC.2.a	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.	Lessons 5-9, 11-15, 17-18, 20, 22, 27-40, 42, 44, 46, 48, 53-66, 68, 70, 72, 74, 77-81, 84-86, 88, 92-93, 99-101, 103, 106-110
K-12.P.AC.2.b	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.	Lessons 5-9, 11-15, 17-18, 20, 22, 27-40, 42, 44, 46, 48, 53-66, 68, 70, 72, 74, 77-81, 84-86, 88, 92-93, 99-101, 103, 106-110
K-12.P.AC.2.c	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.	Lessons 5-9, 11-15, 17-18, 20, 22, 27-40, 42, 44, 46, 48, 53-66, 68, 70, 72, 74, 77-81, 84-86, 88, 92-93, 99-101, 103, 106-110
K-12.P.AC.2.d	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.	Lessons 5-9, 11-15, 17-18, 20, 22, 27-40, 42, 44, 46, 48, 53-66, 68, 70, 72, 74, 77-81, 84-86, 88, 92-93, 99-101, 103, 106-110



DOMAIN: Practices (P)

STANDARD K-12.P.AC.3: Text Design Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.		
K-12.P.AC.3.a	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.	Lessons 1-89
K-12.P.AC.3.b	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.	Lessons 1, 23-24, 49-50, 75
K-12.P.AC.3.c	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.	Lessons 2-4, 25-26, 51-52, 76, 96-97
K-12.P.AC.3.d	Consume and produce multimodal texts, integrating a variety of genres, text features, and craft techniques to influence target audiences and achieve specific purposes.	Lessons 5-9, 11-15, 17-18, 20, 22, 27-40, 42, 44, 46, 48, 53-66, 68, 70, 72, 74, 77-81, 84-86, 88, 92-93, 99-101, 103, 106-110