

Grades K-2

Grade Level	Sentences	Note-Taking	SPO and Paragraph	Revising and Editing	Summaries	TO, MPO, and Compositions
K	<p>All of these activities should be practiced orally.</p> <p>Practice sentence expansion (<i>when, where, why</i>).</p> <p>Use the basic conjunctions <i>because</i> and <i>but</i>.</p> <p>Identify sentence types (statements and questions).</p> <p>Change fragments to sentences.</p> <p>Use correct capitalization and end punctuation.</p> <p>Complete sentence stems beginning with the subordinating conjunctions <i>after</i> and <i>before</i>.</p>			<p>All of these activities should be practiced orally.</p> <p>Brainstorm more vivid or specific vocabulary for vague or overused words (e.g., <i>fun, good</i>).</p>		



Sample Pacing Guides: Grades K-2

This is a sample pacing guide for grades K-2. As students advance through the pacing guide, **previous activities should be practiced recursively**. Students may move through the guide at different paces based on the frequency and fidelity of use, and student readiness. Given the wide range of ability at the K-2 level in particular, activities should be scaffolded and differentiated as needed. All activities should be practiced orally, and students can begin practicing in writing when handwriting and spelling become relatively automatized.

Sample Pacing Guide: Grade K

TWR activities are practiced orally in kindergarten. Over the first half of the school year, introduce the activities through month 5. For the remainder of the year, the activities below should be practiced recursively.

SEMESTER ONE (Grade K)				Months 6-10
Month 1 – Mid-Month 2	Mid-Month 2 – Mid-Month 3	Mid-Month 3 – Month 4	Month 5	For the remainder of the year, practice previously taught activities recursively.
Sentence Activities Sentence Expansion <ul style="list-style-type: none"> Expand kernel sentences by answering <i>When, Where, &/or Why</i> Then add <i>Who*</i> or <i>What*</i> *Examples of introducing <i>Who &/or What</i> : Kernel: She ran. Who:Jan..... Expanded Sentence: Jan ran. Kernel: It fell. What:the bag..... Expanded Sentence: The bag fell.	Practice sentence activities recursively. Sentence Activities Sentence Expansion <ul style="list-style-type: none"> Expand kernel sentences by answering <i>Who, What, When, Where, Why &/or How</i> (use no more than 3 question words) Sentence Types <ul style="list-style-type: none"> Identify sentence types (statements & questions) Add the correct punctuation to statements & questions Sentence Types <ul style="list-style-type: none"> Produce statements &/or questions for an image, topic, or text 	Practice sentence activities recursively. Sentence Activities Sentences & Fragments <ul style="list-style-type: none"> Convert fragments into sentences Identify fragments & sentences in a list Subordinating Conjunctions <ul style="list-style-type: none"> Complete sentence stems beginning with <i>After & Before</i> 	Practice sentence activities recursively. Sentence Activities Subordinating Conjunctions <ul style="list-style-type: none"> Complete sentence stems beginning with <i>If & When</i> Revision Activities <ul style="list-style-type: none"> Vary vocabulary in a sentence 	
Basic Conjunctions <ul style="list-style-type: none"> Expand Complete sentence stems using <i>because & but</i> 				

Sample Pacing Guide: Grade 1

In first grade, TWR activities are practiced mostly orally. When letter formation and spelling become relatively automatic, students can begin to write the TWR activities. If they are able to decode, students can practice some activities independently.

SEMESTER ONE (Grade 1)	
Month 1 – Mid-Month 2	Mid-Month 2 – Mid-Month 3
<p>BEGINNING OF YEAR TWR ASSESSMENT</p> <p>Sentence Activities</p> <p>Sentence Expansion</p> <ul style="list-style-type: none"> Expand kernel sentences by answering <i>When, Where, &/or Why</i> (use no more than 3 question words) Then add <i>Who*</i> or <i>What*</i> <p>*Examples of introducing <i>Who &/or What</i>:</p> <p>Kernel: She ran. Who:Jan..... Expanded Sentence: Jan ran.</p> <p>Kernel: It fell. What:the bag..... Expanded Sentence: The bag fell.</p> <p>Basic Conjunctions</p> <ul style="list-style-type: none"> Complete sentence stems using <i>because</i> & <i>but</i> <p>Sentence Types</p> <ul style="list-style-type: none"> Identify sentence types (statements & questions) Add the correct punctuation to statements & questions Produce statements &/or questions for an image, topic, or text 	<p>Practice sentence activities recursively.</p> <p>Sentence Activities</p> <p>Sentence Expansion</p> <ul style="list-style-type: none"> Expand kernel sentences by answering <i>Who, What, When, Where, Why &/or How</i> (use no more than 3 question words) <p>Sentences & Fragments</p> <ul style="list-style-type: none"> Convert fragments into sentences; add correct capitalization & punctuation Identify fragments & sentences in a list
Month 3 – Mid-Month 4	Month 4 – Month 5
<p>Practice sentence activities recursively.</p> <p>Sentence Activities</p> <p>Basic Conjunctions</p> <ul style="list-style-type: none"> Complete sentence stems using <i>because, but, & so</i> <p>Sentence Types</p> <ul style="list-style-type: none"> Identify sentence types (statements, questions, exclamations, & commands) Add the correct punctuation to statements, questions, exclamations, & commands Produce statements, questions, exclamations, & commands for an image, topic, or text <p>Subordinating Conjunctions</p> <ul style="list-style-type: none"> Complete sentence stems beginning with <i>After, Before, If, & When</i> 	<p>Practice sentence activities recursively.</p> <p>Single-Paragraph Outline (SPO) Activities</p> <p><i>(Each of the following should be practiced as whole class activities)</i></p> <ul style="list-style-type: none"> Complete an SPO as a class Distinguish T.S. from details

Sample Pacing Guide: Grade 1

SEMESTER TWO (Grade 1)		
Month 6	Months 7 – Mid-Month 8	Mid-Month 8 – Month 9
<p>Practice sentence & SPO activities recursively.</p> <p>Sentence Activities Sentence Combining</p> <ul style="list-style-type: none"> Combine 2 short, declarative sentences (compound subject*) Combine 2 short, declarative sentences (compound predicate*) <p>*Example of sentence combining (compound subject): Mary went swimming. Bob went swimming. Combined Sentence: Mary and Bob went swimming.</p> <p>*Example of sentence combining (compound predicate): Mary ate apples. Mary ate bananas. Combined Sentence: Mary ate apples and bananas.</p> <p>Single-Paragraph Outline (SPO) Activities (Each of the following should be practiced as whole class activities)</p> <ul style="list-style-type: none"> Given T.S., sequence given details Given T.S., eliminate irrelevant detail Given T.S., select appropriate details from a list 	<p>Practice sentence & SPO activities recursively.</p> <p>Revision Activities (Each of the following should be practiced as whole class activities)</p> <ul style="list-style-type: none"> Vary vocabulary in a sentence Use time & sequence transitions orally while describing a sequence of events. <p>*Example A butterfly has a fascinating life cycle. First, it is an egg.</p> <ul style="list-style-type: none"> Revising Topic & Concluding Sentences Vary vocabulary in a paragraph <p>*Example We went to the circus. The bus ride was good. The food was good. The animals were good. I had a good time.</p>	<p>Practice sentence, SPO, & revision activities recursively.</p> <p>END OF YEAR TWR ASSESSMENT</p>
		Month 10
		Practice sentence, SPO, & revision activities recursively.

Sample Pacing Guide: Grade 2

In second grade, TWR activities are practiced orally and in writing. When letter formation and spelling become relatively automatic, students can begin to write the TWR activities. If they are able to decode, students can practice some activities independently.

SEMESTER ONE (Grade 2)	
Month 1 – Mid-Month 2	Month 5
<p>BEGINNING OF YEAR TWR ASSESSMENT</p> <p>Sentence Activities</p> <p>Sentence Expansion</p> <ul style="list-style-type: none"> Expand kernel sentences by answering <i>When, Where, &/or Why</i> Then add <i>Who*</i> or <i>What*</i> <p>*Examples of introducing <i>Who &/or What</i>:</p> <p>Kernel: She ran. Who:Jan..... Expanded Sentence: Jan ran.</p> <p>Kernel: It fell. What:the bag..... Expanded Sentence: The bag fell.</p> <p>Basic Conjunctions</p> <ul style="list-style-type: none"> Complete sentence stems using <i>because</i> & <i>but</i> <p>Sentence Types</p> <ul style="list-style-type: none"> Identify sentence types (statements & questions) Add the correct punctuation to statements & questions Produce statements &/or questions for an image, topic, or text 	<p>Practice sentence & SPO activities recursively.</p> <p>Sentence Activities</p> <p>Sentence Combining</p> <ul style="list-style-type: none"> Combine 2 short, declarative sentences (compound subject*) Combine 2 short, declarative sentences (compound predicate*) Combine 2-3 short, declarative sentences using pronouns & conjunctions <p>*Example of sentence combining (compound subject): Mary went swimming. Bob went swimming. Combined Sentence: Mary and Bob went swimming.</p> <p>*Example of sentence combining (compound predicate): Mary ate apples. Mary ate bananas. Combined Sentence: Mary ate apples and bananas.</p> <p>*Example of sentence combining using pronouns & conjunctions: Jan likes swimming. Jan likes ice-skating. Jan does not like soccer. Combined Sentence: Jan likes swimming and ice-skating, but she does not like soccer.</p> <p>Single-Paragraph Outline (SPO) Activities (Each of the following should be practiced as whole class activities)</p> <ul style="list-style-type: none"> Given T.S., generate details Given topic, generate T.S. Given details, generate T.S. Given T.S. & details, generate C.S.
<p>Mid-Month 2 – Mid-Month 3</p> <p>Practice sentence activities recursively.</p> <p>Sentence Activities</p> <p>Sentence Expansion</p> <ul style="list-style-type: none"> Expand kernel sentences by answering <i>Who, What, When, Where, Why &/or How</i> (use no more than 3 question words) <p>Sentence & Fragments</p> <ul style="list-style-type: none"> Convert fragments into sentences; add correct capitalization & punctuation Identify fragments & sentences in a list Identify & convert fragments & rewrite sentences; add correct capitalization & punctuation <p>Sentence Types</p> <ul style="list-style-type: none"> Identify sentence types (statements, questions, exclamations, & commands) Add the correct punctuation to statements, questions, exclamations, & commands <p>Single-Paragraph Outline (SPO) Activities (Each of the following should be practiced as whole class activities)</p> <ul style="list-style-type: none"> Complete an SPO as a class Distinguish T.S. from details 	<p>Practice sentence & SPO activities recursively.</p> <p>Sentence Activities</p> <p>Basic Conjunctions</p> <ul style="list-style-type: none"> Complete sentence stems using <i>because, but, & so</i> <p>Sentence Types</p> <ul style="list-style-type: none"> Produce statements, questions, exclamations, & commands for an image, topic, or text <p>Scrambled Sentences</p> <ul style="list-style-type: none"> Unscramble scrambled sentences, adding proper punctuation and capitalization; use no more than 4-5 words <p>Subordinating Conjunctions</p> <ul style="list-style-type: none"> Complete sentence stems beginning with <i>After, Before, If, & When</i> <p>Single-Paragraph Outline (SPO) Activities (Each of the following should be practiced as whole class activities)</p> <ul style="list-style-type: none"> Given T.S., sequence given details Given T.S., eliminate irrelevant detail Given T.S., select appropriate details from a list
<p>Mid-Month 3 – Month 4</p> <p>Practice sentence & SPO activities recursively.</p> <p>Sentence Activities</p> <p>Basic Conjunctions</p> <ul style="list-style-type: none"> Complete sentence stems using <i>because, but, & so</i> <p>Sentence Types</p> <ul style="list-style-type: none"> Produce statements, questions, exclamations, & commands for an image, topic, or text <p>Scrambled Sentences</p> <ul style="list-style-type: none"> Unscramble scrambled sentences, adding proper punctuation and capitalization; use no more than 4-5 words <p>Subordinating Conjunctions</p> <ul style="list-style-type: none"> Complete sentence stems beginning with <i>After, Before, If, & When</i> <p>Single-Paragraph Outline (SPO) Activities (Each of the following should be practiced as whole class activities)</p> <ul style="list-style-type: none"> Given T.S., sequence given details Given T.S., eliminate irrelevant detail Given T.S., select appropriate details from a list 	<p>Practice sentence & SPO activities recursively.</p> <p>Sentence Activities</p> <p>Sentence Combining</p> <ul style="list-style-type: none"> Combine 2 short, declarative sentences (compound subject*) Combine 2 short, declarative sentences (compound predicate*) Combine 2-3 short, declarative sentences using pronouns & conjunctions <p>*Example of sentence combining (compound subject): Mary went swimming. Bob went swimming. Combined Sentence: Mary and Bob went swimming.</p> <p>*Example of sentence combining (compound predicate): Mary ate apples. Mary ate bananas. Combined Sentence: Mary ate apples and bananas.</p> <p>*Example of sentence combining using pronouns & conjunctions: Jan likes swimming. Jan likes ice-skating. Jan does not like soccer. Combined Sentence: Jan likes swimming and ice-skating, but she does not like soccer.</p> <p>Single-Paragraph Outline (SPO) Activities (Each of the following should be practiced as whole class activities)</p> <ul style="list-style-type: none"> Given T.S., generate details Given topic, generate T.S. Given details, generate T.S. Given T.S. & details, generate C.S.

Sample Pacing Guide: Grade 2

SEMESTER TWO (Grade 2)		Month 10
<p>Month 6</p> <p>Practice sentence & SPO activities recursively.</p> <p>Sentence Activities Subordinating Conjunctions</p> <ul style="list-style-type: none"> Complete sentence stems beginning with <i>After, Before, If, When, Even though, Although, Since, & Whenever</i> 	<p>Months 7 – Mid-Month 8</p> <p>Practice sentence & SPO activities recursively.</p> <p>Revision Activities (Each of the following should be practiced as whole class activities)</p> <ul style="list-style-type: none"> Vary vocabulary in a sentence Use time & sequence transitions orally while describing a sequence of events. <p>*Example A butterfly has a fascinating life cycle. First, it is an egg.</p> <ul style="list-style-type: none"> Revising Topic & Concluding Sentences Vary vocabulary in a paragraph <p>*Example We went to the circus. The bus ride was <u>good</u>. The food was <u>good</u>. The animals were <u>good</u>. I had a <u>good</u> time.)</p>	<p>Mid-Month 8 – Month 9</p> <p>Practice sentence, SPO, & revision activities recursively.</p> <p>Revision Activities (Each of the following should be practiced as whole class activities)</p> <ul style="list-style-type: none"> Unelaborated Paragraph (using expansion) Transitions: provide a lead in sentence, followed by a transition (Time & Sequence I, Illustration, & Conclusion transitions)
		<p>Practice sentence, SPO, & revision activities recursively.</p> <p>END OF YEAR TWR ASSESSMENT</p>

Grades 3-5

Grade Level	Sentences	Note-Taking	SPO and Paragraph	Revising and Editing	Summaries	TO, MPO, and Compositions
3	<p>Change fragments to sentences.</p> <p>Unscramble sentences.</p> <p>Use correct capitalization and punctuation.</p> <p>Differentiate between sentence types.</p> <p>Practice sentence expansion.</p> <p>Develop questions about content.</p> <p>Correct run-ons.</p> <p>Use the basic conjunctions <i>because, but, and so</i>.</p> <p>Use the subordinating conjunctions <i>After, Before, If, When, Even though, Whenever, Although, and Since</i>.</p> <p>Combine two or three sentences.</p> <p>Apply transitions: time and sequence 1A, conclusion, and illustration.</p> <p>Practice appositives (introduce at the middle or toward the end of the year).</p>	<p>Write key words, phrases, and common abbreviations on dotted lines.</p> <p>Mid-year: introduce symbols (/, =, →, +).</p>	<p>Create SPOs for the following text structures as a whole class:</p> <ul style="list-style-type: none"> narrative opinion expository <p>Use SPO scaffolding activities:</p> <ul style="list-style-type: none"> Create an SPO with the whole class. Distinguish a T.S. from details. Identify the T.S. and sequence details. Given a T.S., select relevant details and eliminate irrelevant detail(s) from a list or SPO. Given a T.S., generate details. Practice the two ways (or three if introduced to appositives) of writing a T.S. or C.S. Given topic/prompt, generate a T.S. Given a T.S. and details, generate a C.S. Given a topic/prompt, construct an SPO independently. <p>Draft a paragraph based on an SPO.</p>	<p>Brainstorm more vivid or specific vocabulary for vague or overused words.</p> <p>Brainstorm more specific replacements for vague words.</p> <p>Improve given topic and concluding sentences.</p> <p>Revise unelaborated paragraphs (first as a class and then in pairs or small groups) given explicit instructions.</p> <p>Revise a draft given explicit feedback.</p> <p>Proofread and edit for commas, capitalization, punctuation, fragments, run-ons, and spelling errors.</p>		

Sample Pacing Guide (Grade 3)

May – June

March – April

January – February

November – December

September – October

- **Punctuation / Capitalization of First Word**
 - Capitalize first word, proper nouns; use commas in a list, and insert correct end punctuation.
- **Sentences Versus Fragments**
 - Distinguish between a sentence and a fragment.
 - Correct fragments.
 - Identify and correct fragments and run-ons in paragraphs.
- **Scrambled Sentences**
 - Rearrange sequences of words into sentences, adding correct capitalization and punctuation.
- **Sentence Types**
 - Write a statement, question, exclamation, and command about a picture, topic, or text.
 - Write questions about a topic, picture, or text.
- **Conjunctions (because, but, so)**
 - Complete sentence stems with because, but, and so.
 - Independently write sentences with because, but, and so.

- Continue previous sentence activities.*
- **Sentence Expansion**
 - Expand kernel sentences with appropriate Q words: *who, what, when, where, why, and how.*
 - Determine whether a specified part of a sentence tells who, what, when, where, why, and how.
 - **Sentence Combining**
 - Combine sentences with compound subjects using pronouns, conjunctions (*and, but, because, and so*), and transitions when appropriate.
 - **Subordinating Conjunctions**
 - Complete sentences beginning with subordinating conjunctions *after, before, whenever, even though, since, and if.*
 - Practice writing T.S.s with subordinating conjunctions

- Continue previous sentence activities.*
- Sentence Skills**
- **Appositives**
 - Identify an appositive in a sentence.
 - Match appositives to noun phrases.
 - **Transition Words and Phrases**
 - Fill in correct transitions in paragraphs with blanks
 - (time-sequence, illustration, change-of-direction, and conclusion).
 - Follow a given sentence with another one beginning with an illustration or cause-effect conclusion transition (*Colonists needed transportation for their goods. As a result, _____ Blacksmiths needed certain tools. Specifically, _____*

- Continue previous sentence activities.*
- **Appositives**
 - Match an appositive to a noun or noun phrase.
 - Fill in blanks with appositives.
 - Given an appositive, write a sentence.
 - Given a topic, write a T.S. using an appositive.
 - **Transition Words and Phrases**
 - Insert transition words or phrases (time-sequence, illustration, change- of-direction, and conclusion) into given paragraphs.
 - **Single-Sentence Summary**
 - Given the subject, use question words without a kernel sentence to create a summary sentence.

- Continue previous sentence activities.*
- **Sentence Combining**
 - Combine sentences using appositives, pronouns, and conjunctions.

November – December

- **Note-Taking**
 - Convert sentences into key words and phrases.
 - Convert key words and phrases into sentences.

- Continue previous paragraph activities.*
- **Note-Taking**
 - Convert sentences into key words and phrases.
 - Convert key words and phrases into sentences.

- Continue previous paragraph activities.*
- Outline and Paragraph Skills**
- **Single-Paragraph Outline**
 - Use time-sequence and conclusion transitions.
 - Generate SPOs using key words and phrases.
 - Deconstruct a given paragraph into an SPO.
 - **Note-Taking and Underlining Key Words and Phrases**
 - Introduce common abbreviations and symbols (*, =, →, /).
 - Model underlining key words in paragraphs.
 - **Revise and Edit (Unelaborated Paragraphs)**
 - Revise unelaborated paragraphs as a class.
 - Revise with a peer with specific directions.
 - Put unelaborated paragraphs on board. Students suggest improvements.
 - Revise with peer without directions.
 - Have students improve their own work given specific directions.

- Continue previous paragraph activities.*
- **Revise and Edit**
 - Revise with peer without directions.
 - Have students improve their own work given specific directions.

- Continue previous paragraph activities.*
- **Single-Paragraph Outline**
 - Independently generate narrative or expository SPO and paragraph.
 - Practice developing T.S.s with appositives, subordinating conjunctions, and sentence types.
 - Practice outlining (SPOs) and writing drafts of compare-contrast, problem-solutions, and opinion text structures.

March – April

- **Single-Paragraph Outline**
 - Brainstorm or relate details for a given topic sentence.
 - Generate SPOs and paragraphs as a class.
 - Distinguish a topic sentence from supporting details.
 - Given a topic, generate a T.S.
 - Select details from a list to support a given T.S., eliminating irrelevant details.
- **Note-Taking**
 - Introduce and model taking notes using key words and phrases.

- Continue previous paragraph activities.*
- **Note-Taking**
 - Convert sentences into key words and phrases.
 - Convert key words and phrases into sentences.

- Continue previous paragraph activities.*
- Outline and Paragraph Skills**
- **Single-Paragraph Outline**
 - Use time-sequence and conclusion transitions.
 - Generate SPOs using key words and phrases.
 - Deconstruct a given paragraph into an SPO.
 - **Note-Taking and Underlining Key Words and Phrases**
 - Introduce common abbreviations and symbols (*, =, →, /).
 - Model underlining key words in paragraphs.
 - **Revise and Edit (Unelaborated Paragraphs)**
 - Revise unelaborated paragraphs as a class.
 - Revise with a peer with specific directions.
 - Put unelaborated paragraphs on board. Students suggest improvements.
 - Revise with peer without directions.
 - Have students improve their own work given specific directions.

- Continue previous paragraph activities.*
- **Revise and Edit**
 - Revise with peer without directions.
 - Have students improve their own work given specific directions.

- Continue previous paragraph activities.*
- **Single-Paragraph Outline**
 - Independently generate narrative or expository SPO and paragraph.
 - Practice developing T.S.s with appositives, subordinating conjunctions, and sentence types.
 - Practice outlining (SPOs) and writing drafts of compare-contrast, problem-solutions, and opinion text structures.

January – February

- **Single-Paragraph Outline**
 - Brainstorm or relate details for a given topic sentence.
 - Generate SPOs and paragraphs as a class.
 - Distinguish a topic sentence from supporting details.
 - Given a topic, generate a T.S.
 - Select details from a list to support a given T.S., eliminating irrelevant details.
- **Note-Taking**
 - Introduce and model taking notes using key words and phrases.

- Continue previous paragraph activities.*
- **Note-Taking**
 - Convert sentences into key words and phrases.
 - Convert key words and phrases into sentences.

- Continue previous paragraph activities.*
- Outline and Paragraph Skills**
- **Single-Paragraph Outline**
 - Use time-sequence and conclusion transitions.
 - Generate SPOs using key words and phrases.
 - Deconstruct a given paragraph into an SPO.
 - **Note-Taking and Underlining Key Words and Phrases**
 - Introduce common abbreviations and symbols (*, =, →, /).
 - Model underlining key words in paragraphs.
 - **Revise and Edit (Unelaborated Paragraphs)**
 - Revise unelaborated paragraphs as a class.
 - Revise with a peer with specific directions.
 - Put unelaborated paragraphs on board. Students suggest improvements.
 - Revise with peer without directions.
 - Have students improve their own work given specific directions.

- Continue previous paragraph activities.*
- **Revise and Edit**
 - Revise with peer without directions.
 - Have students improve their own work given specific directions.

- Continue previous paragraph activities.*
- **Single-Paragraph Outline**
 - Independently generate narrative or expository SPO and paragraph.
 - Practice developing T.S.s with appositives, subordinating conjunctions, and sentence types.
 - Practice outlining (SPOs) and writing drafts of compare-contrast, problem-solutions, and opinion text structures.

Grade Level	Sentences	Note-Taking	SPO and Paragraph	Revising and Editing	Summaries	TO, MPO, and Compositions
4	<p>Include grade 3 activities plus: Add the subordinating conjunctions <i>While</i> and <i>Unless</i>.</p> <p>Combine three or four sentences.</p> <p>Add transitions: time and sequence 1B, change of direction, and emphases.</p>	<p>Include grade 3 activities plus: Introduce other symbols.</p>	<p>Include grade 3 activities plus: Create SPOs for the following text structures:</p> <ul style="list-style-type: none"> • problem/solution • cause/effect <p>Create pro SPOs and con SPOs.</p>	<p>Include grade 3 activities plus: Revise unelaborated paragraphs independently given explicit directions.</p> <p>Check for verb tense and number agreement.</p> <p>Use sentence strategies when revising (transitions, appositives, subordinating conjunctions, sentence expansion, etc.).</p> <p>Use Revise and Edit Checklist for drafts.</p>	<p>Summary Sentence</p> <p>SPO Summary</p>	<p>Introduce a TO as a whole class.</p> <p>Develop a thesis statement about the topic as a whole class for a TO.</p> <p>Develop a concluding statement as a whole class for a TO.</p> <p>Draft a composition from a TO.</p> <p>Revise and edit a composition.</p>

Grade Level	Sentences	Note-Taking	SPO and Paragraph	Revising and Editing	Summaries	TO, MPO, and Compositions
5	Include all grade 3 and 4 activities.	Include all grade 3 and 4 activities.	Include all grade 3 and 4 activities.	<p>Include all grade 3 and 4 activities plus:</p> <p>Cite evidence from text using illustration transitions and direct or paraphrased quotations.</p> <p>Revise unelaborated paragraphs independently given general directions.</p>	Include all grade 4 activities.	<p>Include all grade 4 activities plus:</p> <p>Develop a neutral pro/con three-paragraph TO and composition.</p> <p>Create TOs for these text structures:</p> <ul style="list-style-type: none"> • narrative • problem/solution • compare and contrast • cause/effect

Grades 6-8

Grade Level	Sentences	Note-Taking	SPO and Paragraph	Revising and Editing	Summaries	TO, MPO, and Compositions
6	<p>Use the following strategies:</p> <ul style="list-style-type: none"> • Change fragments to sentences. • Unscramble sentences. • Differentiate between sentence types. • Practice sentence expansion. • Develop questions. • Use the basic conjunctions <i>because</i>, <i>but</i>, and <i>so</i>. • Use the subordinating conjunctions <i>After</i>, <i>Before</i>, <i>If</i>, <i>When</i>, <i>Even though</i>, <i>Whenever</i>, <i>Although</i>, <i>Since</i>, <i>While</i>, and <i>Unless</i>. • Combine three to five sentences. • Use transitions. • Use appositives. 	<p>Write key words, phrases, common abbreviations, and symbols on dotted lines.</p>	<p>Create SPOs for the following text structures:</p> <ul style="list-style-type: none"> • narrative • opinion • problem/solution • cause/effect <p>Create separate pro SPOs and con SPOs.</p> <p>Use SPO scaffolding activities:</p> <ul style="list-style-type: none"> • Create an SPO as a whole class. • Distinguish a T.S. from details. • Identify T.S. and sequence details. • Given a T.S., select relevant details from a list. • Eliminate irrelevant detail(s) from a list or SPO. • Given a T.S., generate details. • Practice the three strategies for writing a T.S. or C.S. • Given a topic/prompt, generate a T.S. • Given a T.S. and details, generate a C.S. • Given a topic/prompt, construct an SPO independently. <p>Draft a paragraph based on an SPO.</p>	<p>Use specific and varied vocabulary for overused or vague words.</p> <p>Improve a given topic and concluding sentences using the three strategies.</p> <p>Revise unelaborated paragraphs when given explicit instructions, and later, general instructions.</p> <p>Revise a draft when given explicit instructions, and later, general instructions.</p> <p>Proofread and edit for commas, capitalization, punctuation, fragments, run-ons, and spelling errors.</p> <p>Check for verb tense and number agreement.</p> <p>Use sentence strategies when revising (e.g., transitions, appositives, basic and subordinating conjunctions, sentence expansion).</p> <p>Cite evidence from text using illustration transitions and direct or paraphrased quotations.</p> <p>Use Revise and Edit Checklist to check drafts.</p>	<p>Summary Sentence</p> <p>SPO Summary</p>	<p>Develop a thesis statement for TO as a whole class.</p> <p>Create a TO as a whole class.</p> <p>Given a thesis statement, fill in Main Idea boxes.</p> <p>Given a thesis statement, fill in Details boxes in note form.</p> <p>Develop a draft from a TO.</p> <p>Revise and edit a draft based on a TO.</p> <p>Create a TO independently.</p> <p>Create TOs for the following text structures:</p> <ul style="list-style-type: none"> • narrative • problem/solution • compare and contrast • cause/effect <p>Develop a neutral pro/con three- or four-paragraph TO and composition.</p>

Sample Pacing Guide (Grades 7-12 Year 1)

SEMESTER ONE		January
September – Mid-October	Mid-October – Mid-November	Mid-November – Late December
<p><i>Continue previous sentence work.</i></p> <p>Sentence work:</p> <ul style="list-style-type: none"> • Sentences and Fragments <ul style="list-style-type: none"> ◦ Distinguish between a complete sentence and a sentence fragment. ◦ Convert a sentence fragment into a complete sentence. ◦ Identify and correct a fragment(s) in a given paragraph. • Scrambled Sentences <ul style="list-style-type: none"> ◦ Re-arrange a sequence of words into a sentence, adding the correct punctuation and capitalization. • Sentence Types <ul style="list-style-type: none"> ◦ Distinguish among statements, questions, exclamations, and commands, and punctuate each correctly. ◦ Write a statement, question, exclamation, and command about a given topic. ◦ Given a picture or text, write one or two questions about it. ◦ Write a question for a given response. • Conjunctions <ul style="list-style-type: none"> ◦ Write sentences using the conjunctions <i>because, but, so</i>. ◦ Write sentences using the given term and conjunction (Ex: unhappy/because). <p>Note-taking:</p> <ul style="list-style-type: none"> ◦ Introduce key words, phrases, symbols & abbreviations. ◦ Given a sentence, reduce to key words, phrases, symbols and abbreviations, and vice versa. 	<p><i>Continue previous sentence work.</i></p> <p>Sentence work:</p> <ul style="list-style-type: none"> • Subordinating Conjunctions <ul style="list-style-type: none"> ◦ Use subordinating conjunctions at the beginning of sentences to start dependent clauses. ◦ Write sentences using the given term and subordinating conjunction (ex: <i>since / school</i>). • Appositives <ul style="list-style-type: none"> ◦ Identify an appositive in a sentence. ◦ Fill in blanks with appositives. ◦ Match appositives to noun phrases. ◦ Given a topic, write a sentence embedding an appositive. ◦ Given an appositive, write a sentence. • Sentence Combining: <ul style="list-style-type: none"> ◦ Combine two or more sentences. • Sentence Expansion <ul style="list-style-type: none"> ◦ Expand a kernel sentence starting with the Q words WHERE, WHEN & WHY. ◦ Determine whether a specified part of a sentence tells <i>who, what, when, where, why, or how</i>. <p>Note-taking:</p> <ul style="list-style-type: none"> ◦ Continue using key words, phrases, symbols & abbreviations. 	<p><i>Continue previous sentence work.</i></p> <p>Sentence work:</p> <ul style="list-style-type: none"> • Sentence Expansion <ul style="list-style-type: none"> ◦ Expand a kernel sentence using the Q words. • Introduce Single-Paragraph Outline: <ul style="list-style-type: none"> ◦ Model and develop as a whole class. • Start Paragraph Activities <ul style="list-style-type: none"> ◦ Identify T.S. from a group of sentences. ◦ Given details, generate T.S. ◦ Distinguish T.S. from details. ◦ Given a topic, write a T.S. ◦ Generate a C.S. from a given T.S. & details. ◦ Use appositives, subordinating conjunctions and sentence types for T.S.'s & C.S.'s. ◦ Select T.S. from a group of sentences & sequence details. ◦ Select appropriate details from a list to support a given T.S. ◦ Eliminate irrelevant sentences from a group of related sentence ◦ Underline given paragraph & convert into an SPO. ◦ Given a paragraph, convert it into an SPO. ◦ Given a topic, generate an SPO independently <p>Note-taking:</p> <ul style="list-style-type: none"> ◦ Continue using key words, phrases, symbols & abbreviations
<p><i>Continue previous sentence work.</i></p> <p>Sentence work:</p> <ul style="list-style-type: none"> • Transitional Words & Phrases <ul style="list-style-type: none"> ◦ Fill in the correct transitional words or phrases in a paragraph. ◦ Complete sentences using a transitional word or phrase. • Single-Paragraph work: <ul style="list-style-type: none"> • Continue Paragraph Activities <ul style="list-style-type: none"> ◦ Practice narrative, cause-effect, problem-solution, compare-contrast, summary SPO formats. <p>Summaries:</p> <ul style="list-style-type: none"> ◦ Use the question words without kernel (Summarize: chapters, write captions, current events articles, experiences, plots) ◦ Practice with all 3 formats: Sentence Summary, SPO, Combined Summary. <p>Note-taking:</p> <ul style="list-style-type: none"> ◦ Continue using key words, phrases, symbols & abbreviations. 	<p><i>Continue previous sentence work.</i></p> <p>Sentence work:</p> <ul style="list-style-type: none"> • Transitional Words & Phrases <ul style="list-style-type: none"> ◦ Fill in the correct transitional words or phrases in a paragraph. ◦ Complete sentences using a transitional word or phrase. • Single-Paragraph work: <ul style="list-style-type: none"> • Continue Paragraph Activities <ul style="list-style-type: none"> ◦ Practice narrative, cause-effect, problem-solution, compare-contrast, summary SPO formats. <p>Summaries:</p> <ul style="list-style-type: none"> ◦ Use the question words without kernel (Summarize: chapters, write captions, current events articles, experiences, plots) ◦ Practice with all 3 formats: Sentence Summary, SPO, Combined Summary. <p>Note-taking:</p> <ul style="list-style-type: none"> ◦ Continue using key words, phrases, symbols & abbreviations. 	<p><i>Continue previous sentence work.</i></p> <p>Sentence work:</p> <ul style="list-style-type: none"> • Transitional Words & Phrases <ul style="list-style-type: none"> ◦ Fill in the correct transitional words or phrases in a paragraph. ◦ Complete sentences using a transitional word or phrase. • Single-Paragraph work: <ul style="list-style-type: none"> • Continue Paragraph Activities <ul style="list-style-type: none"> ◦ Practice narrative, cause-effect, problem-solution, compare-contrast, summary SPO formats. <p>Summaries:</p> <ul style="list-style-type: none"> ◦ Use the question words without kernel (Summarize: chapters, write captions, current events articles, experiences, plots) ◦ Practice with all 3 formats: Sentence Summary, SPO, Combined Summary. <p>Note-taking:</p> <ul style="list-style-type: none"> ◦ Continue using key words, phrases, symbols & abbreviations.

Continue previous sentence, note-taking, Single-Paragraph Outline, and summary work.

- Revision work:**
- **Improve a given topic sentence using the 3 ways**
 - sentence type
 - subordinating conjunction
 - appositive
 - **Transitional words & phrases**
 - Fill in blanks
 - After a given sentence, write a follow-up sentence beginning with a transitional word or phrase –
Many people do not recycle plastic waste. As a result, _____

Continue previous sentence, note-taking, Single-Paragraph Outline, and summary work.

- Revision work:**
- Continue transition activities.
 - Revise given, unelaborated paragraph as a whole class with explicit directions.
 - **Multiple-Paragraph Outline (MPO) work:**
 - Introduce students to MPO (elements of MPO: topic, thesis statement (T), categories, details).
 - Teacher provides topic and thesis statement, students can fill in categories and details for body paragraphs (expository).

Continue previous sentence, note-taking, Single-Paragraph Outline, and summary work.

- Revision work:**
- Continue previous revision work.
 - Revise given, unelaborated paragraph as a whole class: students suggest improvements.
 - Revise given, unelaborated paragraph, in pairs, with explicit directions.
 - Revise given, unelaborated paragraph, in pairs; pair determines improvements.
 - **Multiple-Paragraph Outline (MPO) work:**
 - Teacher provides topic and thesis statement, students can fill in categories and details for body paragraphs.
 - Students convert a single or multiple body paragraph sections of MPO into paragraph(s).
 - Identify general (G), specific (S), and thesis statements (T).

Continue previous sentence, note-taking, Single-Paragraph Outline, and summary work.

- Revision work:**
- Continue to revise given, unelaborated paragraphs.
 - **Multiple-Paragraph Outline (MPO) work:**
 - Continue previous MPO work.
 - **Year 1 Goals by June:**
 - Students are proficient in sentence-level strategies, including: varying sentences by using sentence types; writing complex sentences using conjunctions; providing extended responses and more information to the reader using appositives and sentence expansion; sentence combining
 - Students can write notes in key words, phrases, symbols and abbreviations, and convert those notes into sentences
 - Students can plan a single paragraph using the Single-Paragraph Outline independently, and convert that outline into a paragraph containing a topic sentence, 3-4 supporting details, and a concluding sentence
 - Paragraphs are coherent, contain transitions and complex sentences
 - Students can use the 3 tools to summarize
 - Students can apply their sentence skills to revise their work
 - Students understand the structure of an MPO, can complete the categories and details for the body paragraph sections