

GT Language Arts Curriculum – 4th Grade – Second Six Weeks
Irving Independent School District

- How do I use spoken, written, and visual language for learning?
- How do I use printed and non-printed materials to learn new information?
- How do I communicate what I know to others?
- What strategies can I use to understand what I read?

TAKS	TEKS Knowledge & Skills	Student Expectation The student will. . .	2 nd	3 rd	4 th	5 th	Observable Behaviors <i>The student will . . .</i>	Resources and Activities

Reading Objective. 1	<p>4.9 The student acquires an extensive vocabulary through reading and systematic word study.</p> <p><u>Focus Question</u></p> <p>What do you do when you come to an unknown word in reading?</p>	(B) Draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words;		✓	✓	✓	<p>Locate examples of figurative language (sound devices) in a passage</p> <p>Example:</p> <p>“From the rippulous pond came the comfortable sound of humming-fish humming while swimming around.”</p> <p>(Dr. Suess’ <i>The Lorax</i>)</p> <ul style="list-style-type: none"> • Rhyme – sound/around • Alliteration – humming-fish humming • Consonance – pond/sound/around • Assonance – pond/from 	<p><i>McGraw Hill Reading, Unit 2</i></p> <p><i>SOAR to Success</i></p> <p>RAD Strategies</p>
		(D) determine meanings of derivatives by applying knowledge of the meanings of root words such as <i>like, pay, or happy</i> and affixes such as <i>dis-, pre-, and un-</i> ;	✓	✓	✓	✓	<p>Apply structural cues (roots) and the meaning of prefixes to recognize words beginning with <i>pro-</i>; <i>quint-</i> and <i>over-</i>:</p> <ul style="list-style-type: none"> • Proceed • Procession • Proclaim • Quintuplet • Overboard • Overhead • Overload • Overlook • Overpay 	<p><i>McGraw Hill Reading, Unit 2</i></p> <p><i>SOAR to Success</i></p> <p>RAD Strategies</p>

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		(D)(ii) determine meanings of derivatives by applying knowledge of the meanings of root words such as <i>feliz</i> , <i>razón</i> , or <i>entrar</i> and affixes such as <i>in-</i> , <i>-able</i> , or <i>-ada</i> (4-6/SLA)	✓	✓	T	T	Spanish Language Arts Create, define, and write sentences using new words with <ul style="list-style-type: none"> • Prefix <i>des-</i> • Suffix <i>-mente</i> 	<i>McGraw Hill Reading, Unit 2</i> <i>SOAR to Success</i> RAD Strategies
Reading Objective 2	4.10 The student uses a variety of strategies to comprehend selections. <u>Focus Question</u> What strategies can you use to help you understand what you are reading?	(F) determine a text's main (or major) ideas and how those ideas are supported with details. (4-8)	✓	T	T	T	Connect the major details in a passage that support a text's main idea.	<i>McGraw Hill Reading, Unit 2</i> <i>SOAR to Success</i> RAD Strategies

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		(G) paraphrase and summarize text to recall, inform, or organize ideas. (4 – 8)	✓	T	T	T	Complete a graphic organizer to support a summary sentence for a given text with details from the text.	<i>McGraw Hill Reading, Unit 2</i> <i>SOAR to Success</i> RAD Strategies
Reading Objective 3	<p>4.12 The student analyzes the characteristics of various types of texts (genres).</p> <p><u>Focus Questions</u></p> <p>How do the characters contribute to the story?</p> <p>Why are the story plot, setting, and resolution important to the story?</p>	(H) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4 – 8)	✓	T	T	T	Recognize how characters change in a story and explain why they change	<i>McGraw Hill Reading, Unit 2</i> <i>SOAR to Success</i> RAD Strategies

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			✓	T	T	T		
		(I) recognize and analyze story plot, setting, and problem resolution (4 – 8)	✓	T	T	T	Explain how time and place affect the plot of a narrative selection.	<i>McGraw Hill Reading, Unit 2</i> <i>SOAR to Success</i> RAD Strategies
Reading Objective 3	4.10 The student comprehends selections using a variety of strategies. <u>Focus Questions</u> How do you find information in a text?	(E) use the text’s structure or progression of ideas such as cause and effect or chronology to locate and recall information (4 – 8)	✓	T	T	T	Complete a graphic organizer to recall a series of events from a narrative passage.	<i>McGraw Hill Reading, Unit 2</i> <i>SOAR to Success</i> RAD Strategies

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	<p>How is a narrative text organized?</p> <p>How can you organize text information?</p>	<p>(J) find similarities and differences across texts such as in treatment, scope, or organization (4 – 8)</p>		T	T	✓	<p>identify the features of a narrative selection</p> <ul style="list-style-type: none"> - beginning/middle/end; - setting/plot/character/problem and resolution <p>identify features of a newsletter</p> <ul style="list-style-type: none"> - title - dateline - sub-headings - left/right columns - purpose 	<p><i>McGraw Hill Reading, Unit 2</i> <i>SOAR to Success</i> RAD Strategies</p>
	<p>How do I organize what I have read into an outlines?</p>	<p>(K) represent text information in different ways such as in outline, timeline, or graphic organizer (4-8)</p>	✓	T	T	✓	<p>Complete a sentence outline:</p> <p>I. Main idea</p> <ul style="list-style-type: none"> A. Detail supporting I B. Detail supporting I C. Detail supporting I <p>II. Main idea</p> <ul style="list-style-type: none"> A. Detail supporting II B. Detail supporting II C. Detail supporting II 	<p><i>McGraw Hill Reading, Unit 2</i> <i>SOAR to Success</i> RAD Strategies</p>

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Reading Obj. 3	<p>4.12 The student analyzes the characteristics of various types of texts (genres).</p> <p><u>Focus Questions</u></p> <p>Would a character really do this?</p> <p>Why am I reading this selection?</p>	(A) judge the internal consistency or logic of stories and texts such as “Would this character do this?”; ? “Does this make sense here?” (4 – 5)			✓ T	✓ T	<ul style="list-style-type: none"> • decide if a story could really have happened • describe how the characters are believable/unbelievable within the setting furnished by the story • decide if the dialogue is realistic • tell how the plot held his/her interest • decide if the ending is reasonable or believable and why or why not • tell why or why not the title is appropriate 	<p><i>McGraw Hill Reading, Unit 2</i></p> <p><i>SOAR to Success</i></p> <p>RAD Strategies</p>
		(C) identify the purposes of different types of text to inform, influence, express, or entertain (4 – 8)			✓ T	✓ T	<p>identify purposes for reading</p> <ul style="list-style-type: none"> • to find out • to understand • to interpret • to enjoy • to solve a problem <p>*use every 6 weeks</p>	<p><i>McGraw Hill Reading, Unit 2</i></p> <p><i>SOAR to Success</i></p> <p>RAD Strategies</p>

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Reading Objective 3	<p>4.10 The student analyzes the characteristics of various types of texts (genres).</p> <p><u>Focus Questions</u></p> <p>How does this selection compare with ...?</p>	<p>(E) compare communication in different forms such as [contrasting a dramatic performance with a print version of the same story or] story variants (2 – 8)</p> <p>(J) describe how the author's perspective or point of view affects the story (4 – 8)</p>	✓	✓	T	T	<p>Compare and contrast the use of dialogue, setting and portrayal of character traits between a readers' theatre and a narrative selection.</p>	<p>McGraw Hill Reading, Unit 2 SOAR to Success RAD Strategies</p>
	<p>How does the author help a reader see things through his or her eyes?</p>		✓	✓	T	T	<p>Identify the distinguishing features of an autobiography.</p>	<p>McGraw Hill Reading, Unit 2 SOAR to Success RAD Strategies</p>

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Reading Objective 4	<p>4.10 The student comprehends selections using a variety of strategies.</p> <p><u>Focus Questions</u></p> <p>How do you predict what will happen next in a story?</p> <p>How do you know something is a fact?</p>	(H) draw inferences such as conclusions or generalizations and support them with text evidence [and experience] (4 – 8).	✓	✓	✓	✓	Judge why or how a character's actions contributed to the solution of a problem and identify the details from the text to support the answer.	McGraw Hill Reading, Unit 2 SOAR to Success RAD Strategies
	<p>How do you know if something is an opinion?</p>	(J) distinguish fact and opinion in various texts	✓	✓	T	T		

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Reading Obj. 4	4.11 The student expresses and supports responses to various types of texts.	(C) support responses by referring to relevant aspects of text [and his/her own experiences] (4 – 8)	✓	✓ T	✓ T	✓ T	locate specific information from a selection to support a written response in a journal entry.	McGraw Hill Reading, Unit 2 SOAR to Success RAD Strategies
	Focus Questions What information from the text supports my answer? How are the characters alike and different from characters in another story?	(D) connect, compare, and contrast ideas, themes, and issues across text (4 – 8).	✓	✓ T	✓ T	✓ T	compare the likenesses and differences between two characters from different texts.	McGraw Hill Reading, Unit 2 SOAR to Success RAD Strategies

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Reading Objective 4	<p>4.12 The student analyzes the characteristics of various types of texts (genres).</p> <p><u>Focus Questions</u></p> <p>How does an author organize a story?</p>	<p>(B) recognize that authors organize information in specific ways. (4 –5)</p>	✓	T	T	T	<p>identify how an author organizes information in a narrative text</p> <ul style="list-style-type: none"> • beginning - which includes setting, introduction of characters • middle - which includes problem, goals or events that lead to a resolution • ending - which includes the solving of reaching the conclusion 	<p>McGraw Hill Reading, Unit 2 SOAR to Success RAD Strategies</p>
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Writing Objective 1	<p>4.15 writes for a variety of audiences, purposes , and in a variety of forms.</p>	<p>(A) write to express, [discover, record] develop, reflect on ideas, and to problem solve (4-8)</p>	✓	✓	T	✓	<p>Organize a well written reflection by the following criteria:</p> <ul style="list-style-type: none"> • Writing good topic sentences • Giving reasons, details or facts • Using appropriate transitions (time words) • explaining • giving examples • reminding the reader of the topic • voice 	<p>McGraw Hill Reading, Unit 2 SOAR to Success RAD Strategies McGraw Hill Spelling/4th grade high-frequency words</p>
	<p><u>Focus Questions</u></p> <p>How do I describe something?</p>							

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riting Obj. 1	<p>4.15 writes for a variety of audiences, purposes , and in a variety of forms.</p> <p><u>Focus Questions</u></p> <p>How do I write a research report?</p>	(C) write to inform such as to explain, describe, [report], and narrate (4-8).	✓	✓	T	✓	<p>Write to inform by organizing criteria as follows:</p> <ul style="list-style-type: none"> • writing good topic sentences • giving reasons, details or facts • using transitions • explaining • giving examples • reminding the reader of the topic 	McGraw Hill Language Arts
	<p>How do I write reflect on my ideas?</p> <p>What are the characteristics of narrative selection?</p> <p>How is voice shown in a composition?</p>	(D) write to entertain such as compose [humorous poems or] short stories (4-8)	✓	✓	✓	T	<p>write a narrative selection of a minimum of five paragraphs* that demonstrate movement and events through time by:</p> <ul style="list-style-type: none"> • writing good topic sentences • giving details • using a variety of transitions • explaining • giving examples • reminding the reader of the topic. <p>*introduction containing approximately 50 words; body containing approximately 200 words; conclusion containing approximately 50 words.</p>	McGraw Hill Language Arts

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		(E) exhibit an identifiable voice in personal narratives and in stories (4-5)	✓	✓	T	✓	revise a writing sample to: <ul style="list-style-type: none"> • change three passive verbs to vivid verbs • change three boring adjectives • use one simile or metaphor • changing the beginning of two sentences • add humor • demonstrate enthusiasm for topic. 	McGraw Hill, Grade 5 Junior Great Books 4 GT Novel List Project Success GT Student Grammar Notes RAD Strategies

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Writing Obj. 1, 3	<p>4.15 writes for a variety of audiences, purposes, and in a variety of forms.</p> <p><u>Focus Questions</u></p> <p>What are the characteristics of narrative selection</p> <p>How is voice shown in a composition?</p>	(D) write to entertain such as compose [humorous poems or] short stories (4-8)	✓	✓	✓	T ✓	<p>write a 5 paragraph narrative selection by:</p> <ul style="list-style-type: none"> • writing good topic sentences • giving details • using a variety of transitions • explaining • giving examples • reminding the reader of the topic. 	<p>McGraw Hill, Grade 5 Junior Great Books</p> <p>4 GT Novel List</p> <p>Project Success</p> <p>GT Student Grammar Notes</p> <p>RAD Strategies</p>
		(E) exhibit an identifiable voice in personal narratives and in stories (4-5)	✓	✓	T ✓	✓	<p>revise a writing sample to</p> <ul style="list-style-type: none"> • change seven passive verbs to vivid verbs • change seven boring adjectives • use one simile or metaphor • changing the beginning of two sentences. 	<p>McGraw Hill, Grade 5 Junior Great Books</p> <p>4 GT Novel List</p> <p>Project Success</p> <p>GT Student Grammar Notes</p> <p>RAD Strategies</p>

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Writing Obj. 1, 3	<p>4.19 The student selects and uses writing processes for self-initiated and assigned writing.</p> <p><u>Focus Questions</u></p> <p>How can you make your writing more interesting?</p> <p>How can you make your writing easy to read for the reader?</p>	(C) revise selected drafts by adding, elaborating, deleting, combining and rearranging text (4-8)	✓	✓	T	✓	revise a draft of a paragraph by <ul style="list-style-type: none"> • rereading the rough draft • expanding use of descriptive words • improving sequence • adding a variety of sentence types • organizing writing to include a clear beginning, middle, and ending 	McGraw Hill Language Arts
		(D) revise drafts for coherence, progression, and logical support of ideas (4-8)	✓	✓	T	✓	revise a draft of a paragraph by <ul style="list-style-type: none"> • rereading the rough draft • using transition words appropriately. • Adding support for development of ideas 	McGraw Hill Language Arts

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Writing Obj. 2, 6	<p>4.16 The student composes original texts applying the conventions of written language such as capitalization, punctuation, and penmanship to communicate clearly.</p> <p><u>Focus Questions</u></p> <p>How can you share a piece of writing</p>	(A) write legibly by selecting cursive or manuscript as appropriate (4-8)	✓	✓	T	✓	<ul style="list-style-type: none"> • correctly form letters and numbers • correctly space words and sentences • write a legible final copy using cursive writing 	Zaner Bloser Handwriting

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Writing Obj. 2, 6	<p>4.16 The student composes original texts, applying the conventions of written language such as capitalization, punctuation, and penmanship to communicate clearly</p> <p><u>Focus Questions</u></p> <p>How do you use capitalization and punctuation appropriately in a piece of writing?</p>	(B). capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5).	✓	✓	T	✓	<p>Use punctuation correctly:</p> <ul style="list-style-type: none"> • period at the end of a declarative sentence • period at the end of initials • period at the end of abbreviations • question mark at the end of an interrogative sentence • exclamation point after a word, phrase, or sentence showing strong feeling <p>use commas correctly:</p> <ul style="list-style-type: none"> • between words in a series • after opening and closing of a friendly letter • between the day and year in a date • between city and state • before a direct quotation <p>use apostrophes in contractions and possessives correctly</p> <p>Use quotation marks</p> <p>Use capitals for</p> <ul style="list-style-type: none"> • first word of sentence • titles • quotations/dialogue • proper nouns • in letters • proper adjectives • pronoun I • geographical names 	<p>McGraw Hill Language Arts Unit 2</p> <p>Grammar Notes</p>

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Writing Obj. 2, 6	<p>4.16 The student composes original texts, applying the conventions of written language such as capitalization, punctuation, and penmanship to communicate clearly</p> <p><u>Focus Questions</u></p> <p>How do you use capitalization-and punctuation appropriately in a piece of writing?</p>	(B)(ii) capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing proper nouns, using commas in a series and in direct address, and <i>guión</i> (hyphen) and <i>raya</i> (for dialogue) (4-6/SLA)	✓	✓	T	✓	<p>Compose original texts, edit writing, and editing sentences correctly using Commas »</p> <ul style="list-style-type: none"> • to set off a direct address in a dialogue <p>Raya o guión de dialogo</p> <ul style="list-style-type: none"> • for dialogue 	<p>McGraw Hill, Grade 5 Junior Great Books 4 GT Novel List Project Success GT Student Grammar Notes RAD Strategies</p>

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	<p>4.17 The student spells proficiently</p> <p><u>Focus Questions</u></p> <p>How do you determine the accurate spellings for words?</p> <p>How do you spell words?</p>	<p>(A) Write with accurate spelling of syllable constructions, including closed, open consonant before <i>-le</i>, and syllable boundary patterns (3-6)</p> <p>(A)(ii) write with accurate spelling of syllable construction such as closed, open, <i>qu</i> together, using <i>n</i> before <i>v</i>, <i>m</i> before <i>b</i>, <i>m</i> before <i>p</i>, changing <i>z</i> to <i>c</i> when adding <i>-es</i> and diphthongs (4-6/SLA)</p>	✓		T		<p>Correctly employ the following spelling patterns and generalizations:</p> <ul style="list-style-type: none"> • Correct spelling of syllable constructions such as closed (as in matter) open (as in pilot), and consonant before <i>-le</i> (as in stable) <p>Spell correctly words by</p> <ul style="list-style-type: none"> • dividing words into syllables • organizing words by spelling patterns 	<p>McGraw Hill Language Arts McGraw Hill Spelling 4th Grade High Frequency Words</p>
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GT Language Arts Curriculum – 4th Grade – Second Six Weeks
Irving Independent School District

- How do I use spoken, written, and visual language for learning?
- How do I use printed and non-printed materials to learn new information?
- How do I communicate what I know to others?
- What strategies can I use to understand what I read?

TAKS	TEKS Knowledge & Skills	Student Expectation The student will. . .	2 nd	3 rd	4 th	5 th	Observable Behaviors <i>The student will . . .</i>	Resources and Activities

Writing Obj. 2,6	<p>4.17 The student spells proficiently</p> <p><u>Focus Questions</u></p> <p>Are words spelled correctly in my piece of writing?</p>	(D) spell accurately in final drafts.	✓	✓	T	✓	<p>spell grade appropriate and high frequency words accurately in final drafts:</p> <ul style="list-style-type: none"> • they • their/there/they're • here/hear • two/too/to • was • you • have • are • said • where/were 	<p>McGraw Hill Language Arts McGraw Hill Spelling 4th Grade High-frequency list</p>
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Writing Obj. 2,6	<p>4.17 The student spells proficiently</p> <p><u>Focus Questions</u></p> <p>Are words spelled correctly in my piece of writing?</p>	(D)(ii) spell accurately using accents and dieresis marks in final drafts (4-6/SLA)	✓	✓	T	✓	<p>Spell using accents correctly with words</p> <ul style="list-style-type: none"> • where the stress falls on the last syllable • that end in a <i>vowel</i>, an <i>n</i>, or an <i>s</i> <p>Edit sentences and proofread words for accent marks</p> <p>Explore the pattern of words with & without accents</p>	<p>McGraw Hill Language Arts McGraw Hill Spelling 4th Grade High-frequency list</p>

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Writing Obj. 2	<p>(4.18) The student applies grammar and usage to communicate clearly and effectively in writing.</p> <p><u>Focus Questions</u> Are plurals used correctly in my piece of writing?</p>	<p>(A)use regular and irregular plurals correctly (4-6)</p> <p>(C)(ii) employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4—8)</p>	✓	✓	T	✓	<p>correctly form plurals of words by adding <i>-ies</i>, <i>es</i> and <i>s</i> (review)</p> <p>correctly form irregular plurals</p>	<p>McGraw Hill Language Arts Unit 2 McGraw Hill Spelling</p>
Writing Obj. 1	<p>(4.18) The student applies grammar and usage to communicate clearly and effectively in writing.</p> <p><u>Focus Questions</u> Do verbs agree with the subjects in my piece of writing?</p>	<p>(C)(ii) employ standard Spanish usage with increased complexity in writing for audiences, including subject-verb agreement/conjugation, gender and number agreement, and parts of speech (4-6/SLA)</p>	✓	✓	T	✓	<p>Compose original texts and edit writing for :</p> <ul style="list-style-type: none"> • personal pronouns as subjects • personal pronouns as direct objects • personal pronouns as indirect objects • subject-verb agreement 	

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		(D) use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise. (4-8)	✓	✓	T ✓	✓	identify appropriate adjective and adverb substitutions to make writing more vivid	McGraw Hill Language Arts orange

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Writing Obj. 2,4	<p>(4.18) The student applies grammar and usage to communicate clearly and effectively in writing.</p> <p><u>Focus Questions</u></p> <p>What words can be used to connect ideas?</p>	(E) use prepositional phrases to elaborate written ideas (4-8).	✓	✓	T	✓	Use prepositional phrases to elaborate	McGraw Hill Language Arts 5 th grade, P. 428
		(F) use conjunctions to connect ideas meaningfully (4-5)	✓	✓	T	✓	use correct punctuation to connect two sentences to make a compound sentence <ul style="list-style-type: none"> • conjunctions for independent clauses • conjunctions for dependent clauses • cause/effect 	

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Writing Obj. 2, 6	<p>(4.18) The student applies grammar and usage to communicate clearly and effectively in writing.</p> <p><u>Focus Question</u></p> <p>Have correct spellings for contractions been used in my piece of writing?</p>	<p>(G) write with increasing accuracy when using apostrophes in contractions such as <i>it's</i> and possessives such as <i>Jan's</i> (4-8)</p>	✓	✓	T	✓	<p>use the following contractions correctly</p> <ul style="list-style-type: none"> • you're • we're • they're • he's • it's • that's 	
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Writing Obj. 2,4	(4.18) The student applies grammar and usage to communicate clearly and effectively in writing. <u>Focus Questions</u> What words can be used to connect ideas?	(E) use prepositional phrases to elaborate written ideas (4-8).	✓	✓	T	✓	use the following transitions in writing final drafts: <ul style="list-style-type: none"> • After • Also • Although • Finally • First • Last • Later • Next • Soon • Then • When 	
		(F) use conjunctions to connect ideas meaningfully (4-5)	✓	✓	T	✓	use correct punctuation to connect two sentences to make a compound sentence	

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Writing Obj. 2, 6	<p>(4.18) The student applies grammar and usage to communicate clearly and effectively in writing.</p> <p><u>Focus Question</u></p> <p>Have correct spellings for contractions been used in my piece of writing?</p>	<p>(G) write with increasing accuracy when using apostrophes in contractions such as <i>it's</i> and possessives such as <i>Jan's</i> (4-8)</p>	✓	✓	T	✓	<p>use the following contractions correctly</p> <ul style="list-style-type: none"> • can't • couldn't • didn't • don't • we've • I'd. 	

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Writing Obj. 2, 5	<p>(4.18) The student applies grammar and usage to communicate clearly and effectively in writing.</p> <p><u>Focus Question</u></p> <p>Do pronouns agree with their objects in my piece of writing?</p>	<p>(H) write with increasing accuracy when using objective case pronouns such as “Dan cooked for you and me.”(4-5)</p>	✓	✓	T	✓	<p>use <i>me, you, him, her</i> and <i>it</i> correctly in the objective case when writing.</p>	

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Writing Obj. 2, 5	Have I used verbs correctly in my piece of writing?	(H)(ii) write with increasing accuracy when using direct and indirect object pronouns such as “ <i>José nos los dijo.</i> ” (4-6/SLA)	✓	✓	T	✓	Spanish Language Arts compose text and edit sentences for <ul style="list-style-type: none"> • Possessive pronouns such as <i>mío, mía, tuyo, tuya</i> • Personal pronouns such as <i>yo, tú, usted, ella</i> • Indirect objects <i>such as le, les, los</i> 	
		(I)(ii) use verb tenses such as present, future, present perfect, past perfect, and future perfect appropriately and consistently (4-6/SLA)	✓	✓	T	✓	Remain consistent with verb tense throughout a paragraph Change all verbs in a paragraph/sentence to a new tense <ul style="list-style-type: none"> • from present to past • from past to present 	

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Writing Obj.	<p>4.18 The student selects and uses writing processes for self-initiated and assigned writing.</p> <p><u>Focus Question</u></p> <p>Why should I use editing marks?</p> <p>Which editing marks do I use?</p>	(E) edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4-8)	✓	✓	T	✓	<p>use standard editing marks to edit writing to mark:</p> <ul style="list-style-type: none"> • deletion • insertion • indention of paragraph • capitalization • change to lowercase • addition of period • addition of comma • addition of apostrophe 	<p>McGraw Hill, Grade 5 Junior Great Books 4 GT Novel List Project Success GT Student Grammar Notes RAD Strategies 1</p>
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Writing Obj.	<p>4.19 The student selects and uses writing processes for self-initiated and assigned writing.</p> <p><u>Focus Question</u></p> <p>How can I make corrections in writing?</p>	(H) proofread his/her own writing and that of others. (4-8)	✓	✓	T	✓	<ul style="list-style-type: none"> • Identify the most effective features of a piece of writing using criteria generated by teacher and class • Respond constructively to others' writing • Engage in conferences with peers and teacher about one's own writing • Determine how one's own writing achieves its purpose • Proofread own writing and the writing of others 	