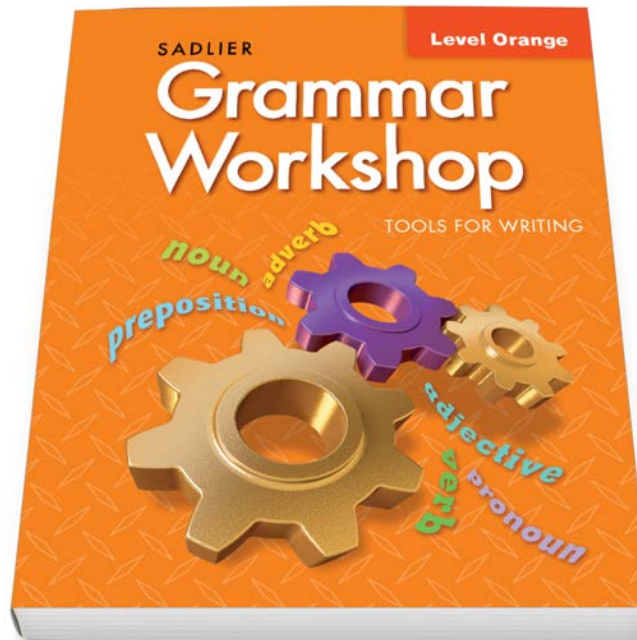


Grammar Workshop

TOOLS FOR WRITING

Correlation to the Oklahoma Academic Standards for English Language Arts

Grade 4



Key Aligned Content

Standard 1: Speaking and Listening.....	2
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STANDARD 1: SPEAKING AND LISTENING

Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.

Reading

Students will develop and apply effective communication skills through speaking and active listening.

OKLAHOMA ACADEMIC STANDARD OBJECTIVES FOR ELA	GRAMMAR WORKSHOP: TOOLS FOR WRITING, GRADE 4
4.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules.	Teacher observation (students have opportunities to actively listen and speak clearly following discussion rules in lessons throughout the program).
4.1.R.2 Students will ask and answer questions to seek help, get information, or clarify information presented orally through text or other media to confirm understanding.	Writing Process Handbook Producing, Publishing, and Presenting—pp. 250–251 A. Making a Presentation (ask for comments/answer questions)
4.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.	Grammar for Writing Talk About It: Discuss—pp. 39, 59, 111, 159, 191, 235 Students express their own ideas while discussing various topics.
	Teacher’s Annotated Edition: Unit Reviews Using Grammar for Writing Talk About It—TAE pp. T21, T24, T30, T36, T40, T46 Have partners collaborate to correct errors and improve their writing. Then have students discuss their writing using the grammatical structures emphasized in the review.

Writing

Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.

OKLAHOMA ACADEMIC STANDARD OBJECTIVES FOR ELA	GRAMMAR WORKSHOP: TOOLS FOR WRITING, GRADE 4
4.1.W.1 Students will report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences at an appropriate pace.	Writing Process Handbook Producing, Publishing, and Presenting—pp. 250–251 Learn (Oral Presentation) A. Making a Presentation
4.1.W.2 Students will work effectively and respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.	Grammar for Writing Talk About It: Discuss—pp. 39, 59, 111, 159, 191, 235 Students discuss various topics with their classmates and teacher.
	Teacher’s Annotated Edition: Unit Reviews Using Grammar for Writing Talk About It—TAE pp. T21, T24, T30, T36, T40, T46 Have partners collaborate to correct errors and improve their writing. Then have students discuss their writing using the grammatical structures emphasized in the review.

STANDARD 2: READING AND WRITING PROCESS

Students will use a variety of recursive reading and writing processes.

Reading

Students will read and comprehend increasingly complex literary and informational texts.

OKLAHOMA ACADEMIC STANDARD OBJECTIVES FOR ELA	GRAMMAR WORKSHOP: TOOLS FOR WRITING, GRADE 4
4.2.R.1 Students will distinguish how key details support the main idea of a passage.	<p>Grammar for Writing Proofreading Practice (note main ideas and supporting details in text)—pp. 38, 58, 110, 158, 190, 234 Write About It (use details from Proofreading Practice on preceding page)—pp. 39, 59, 111, 159, 191, 235</p>
4.2.R.2 Students will compare and contrast details in literary and nonfiction/informational texts to discriminate various genres.	<p>Related content Writing Process Handbook Planning: B Choosing a Genre—p. 239</p>
4.2.R.3 Students will summarize events or plots (<i>i.e., beginning, middle, end, conflict, and climax</i>) of a story or text .	<p>Writing Process Handbook Drafting—pp. 242–244 Learn (plan narratives with a beginning, middle, and end)—p. 242</p>
4.2.R.4 Students will begin to paraphrase main ideas with supporting details in a text.	<p>Grammar for Writing Write About It (use main ideas and supporting details from the Proofreading Practice reading selection)—pp. 39, 59, 111, 159, 191, 235 Check It Out! (use details from the text)—pp. 39, 59, 111, 159, 191, 235</p>

Writing

Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.

OKLAHOMA ACADEMIC STANDARD OBJECTIVES FOR ELA	GRAMMAR WORKSHOP: TOOLS FOR WRITING, GRADE 4
4.2.W.1 Students will develop drafts by categorizing ideas and organizing them into paragraphs.	<p>Grammar for Writing Write About It—pp. 39, 59, 111, 159, 191, 235 The Write About It activity in each Unit Review provides students the opportunity to practice and apply the grammar skills presented in the lessons of the preceding unit in the context of reading and writing. Students are encouraged to reference the Writing Process Handbook at the back of the book for help in completing the assignment.</p> <p>Writing Process Handbook Planning—pp. 237–241 Learn A. Choosing a Topic B. Choosing a Genre C. Choosing a Purpose D. Choosing an Audience <i>continued</i></p>

STANDARD 2: READING AND WRITING PROCESS

Students will use a variety of recursive reading and writing processes.

Writing

Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.

OKLAHOMA ACADEMIC STANDARD OBJECTIVES FOR ELA	GRAMMAR WORKSHOP: TOOLS FOR WRITING, GRADE 4
	<p>E. Collecting Details and Evidence (organizing ideas) Planning Checklist Drafting—pp. 242–244 Learn A. Planning a Draft B. Writing a Draft Drafting Checklist</p>
<p>4.2.W.2 Students will edit drafts and revise for clarity and organization.</p>	<p>Grammar for Writing Proofreading Practice (with proofreading marks)—pp. 38, 58, 110, 158, 190, 234 Write About It: Check It Out! (revising and editing checklist)—pp. 39, 59, 111, 159, 191, 235</p> <p>Writing Process Handbook Revising (organization/clarity)—pp. 244–246 Learn A. Doing a Peer Review B. Revising a Draft Revising Checklist Editing—pp. 247–249 LearnW A. Checking Your Draft Editing Checklist</p> <p>Related content Lesson Practice C Proofreading Exercises (using proofreading marks)—pp. 10, 22, 26, 34, 42, 46, 50, 54, 66, 70, 74, 78, 82, 90, 94, 98, 102, 106, 118, 122, 126, 130, 134, 142, 146, 150, 166, 174, 178, 186, 194, 198, 202, 206, 210, 214, 218, 222, 226, 230</p> <p>Write Write Your Own: Proofreading Checklist—pp. 11, 15, 31, 51, 55, 59, 63, 79, 83, 87, 91, 95, 99, 103, 107, 123, 127, 131, 135, 143, 147, 151, 167, 179, 187, 199, 203, 207, 215, 219, 223, 227, 231 Combining Sentences—pp. 19, 23, 27, 47, 71, 115, 175, 183, 211 Revising Sentences—pp. 35, 43, 67, 75, 107, 119, 139, 151, 155, 163, 171, 195</p>

STANDARD 2: READING AND WRITING PROCESS

Students will use a variety of recursive reading and writing processes.

Writing

Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.

OKLAHOMA ACADEMIC STANDARD OBJECTIVES FOR ELA	GRAMMAR WORKSHOP: TOOLS FOR WRITING, GRADE 4
<p>4.2.W.3 Students will correctly spell grade-appropriate words while editing.</p>	<p>Unit 2 Nouns Lesson 9 Singular and Plural Nouns (spelling)—pp. 44–47 Lesson 10 Irregular Plural Nouns (spelling)—pp. 48–51 Lesson 11 Possessive Nouns (spelling)—pp. 52–55</p> <p>Unit 3 Verbs Lesson 21 Irregular Verbs (spelling)—pp. 96–99 Lesson 22 More Irregular Verbs (spelling)—pp. 100–103</p> <p>Unit 4 Adjectives, Adverbs, and Prepositions Lesson 27 Comparing with Adjectives (spelling changes)—pp. 124–127</p> <p>Unit 6 Capitalization, Punctuation, and Spelling Lesson 50 Words Often Misspelled—pp. 224–227 Lesson 51 Words Often Confused—pp. 228–231</p> <p>*Go to SadlierConnect.com for an Additional Practice worksheet for each lesson. They can be used for lesson review or reteaching.</p> <hr/> <p>Grammar for Writing Proofreading Practice (correct spelling errors)—pp. 38, 58, 110, 158, 190, 234 Write About It: Check It Out! (check for correct spelling)—pp. 39, 59, 111, 159, 191, 235</p> <hr/> <p>Writing Process Handbook Editing—pp. 263–265</p> <ul style="list-style-type: none"> Editing Questions: Usage (is every word spelled correctly?) <hr/> <p>Additional content Lesson Practice C Proofreading Exercises (check spelling)—pp. 50, 74, 98, 102, 126, 226</p>
<p>4.2.W.4 Students will use resources to find correct spellings of words (e.g., <i>word wall, vocabulary notebook, print and electronic dictionaries, and spell-check</i>).</p>	<p>Write Write Your Own—pp. 15, 31, 91, 95, 135 Use a dictionary to help with spelling.</p> <hr/> <p>Unit 6 Capitalization, Punctuation, and Spelling Lesson 50 Words Often Misspelled (use a dictionary)—pp. 224–227</p> <p style="text-align: right;"><i>continued</i></p>

STANDARD 2: READING AND WRITING PROCESS

Students will use a variety of recursive reading and writing processes.

Writing

Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.

OKLAHOMA ACADEMIC STANDARD OBJECTIVES FOR ELA	GRAMMAR WORKSHOP: TOOLS FOR WRITING, GRADE 4
	<p>Lesson 51 Words Often Confused (use a dictionary)—pp. 228–231</p> <p>*Go to SadlierConnect.com for an Additional Practice worksheet for each lesson. They can be used for lesson review or reteaching.</p> <p>Teacher’s Annotated Edition: Introduction Proven Instructional Approach—TAE p. T4 Consult a dictionary for help with spelling or clarification of word meaning.</p> <p>Student Resources (Online) Proofreading Checklist: Spelling—Units 1–6 Writing Rubric (Spelling and Conventions)—Units 1–6</p> <p>*These resources are available at SadlierConnect.com,</p>

STANDARD 3: CRITICAL READING AND WRITING

Students will apply critical thinking skills to reading and writing.

Reading

Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.

OKLAHOMA ACADEMIC STANDARD OBJECTIVES FOR ELA	GRAMMAR WORKSHOP: TOOLS FOR WRITING, GRADE 4
<p>4.3.R.1 Students will determine the author’s purpose (<i>i.e., entertain, inform, persuade</i>) and infer the difference between the stated and implied purpose.</p>	<p>Writing Process Handbook Planning—pp. 237–241 C. Choosing a Purpose Planning Checklist (purpose for writing) Common purposes for writing include to entertain, describe, explain, and persuade.</p>
<p>4.3.R.2 Students will infer whether a story is narrated in first or third person point of view in grade-level literary and/or informational text.</p>	<p>Modeled content Grammar for Writing Proofreading Practice (first-person point of view)—pp. 38, 58, 158, 190, 234 Proofreading Practice (third-person point of view)—p. 58</p>

STANDARD 3: CRITICAL READING AND WRITING

Students will apply critical thinking skills to reading and writing.

Reading

Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.

OKLAHOMA ACADEMIC STANDARD OBJECTIVES FOR ELA	GRAMMAR WORKSHOP: TOOLS FOR WRITING, GRADE 4
<p>4.3.R.3 Students will describe key literary elements:</p> <ul style="list-style-type: none"> • setting • plot • characters (<i>i.e., protagonist, antagonist</i>) • characterization • theme 	<p>Grammar for Writing Proofreading Practice—pp. 38, 190 The narrative text provided for the cited Proofreading Practice exercises feature literary elements, including setting, plot, characters, and theme.</p> <p>Proofreading Practice (Online) Proofreading Practice (story)—Unit 5 *These resources are available at SadlierConnect.com.</p>
<p>4.3.R.4 Students will find examples of literary devices:</p> <ul style="list-style-type: none"> • simile • metaphor • personification • onomatopoeia • hyperbole • imagery • symbolism* • tone* <p><i>*Students will find textual evidence when provided with examples.</i></p>	<p>Related content Unit 5 Pronouns Lesson 41 Contractions with Pronouns—pp. 184–187 C. Proofreading Exercise: Sayings and Bits of Advice</p> <p>Teacher’s Annotated Edition: Lesson Plans Lesson 46 Writing Sentences Correctly: Teach/Model (point out the unique tone of each kind of sentence)—TAE p. T41</p>
<p>4.3.R.5 Students will distinguish fact from opinion in a text and investigate facts for accuracy.</p>	<p>Related content Write Write Your Own (express an opinion)—pp. 135, 147, 227</p> <p>Grammar for Writing Write About It (give opinion)—pp. 159</p>
<p>4.3.R.6 Students will describe the structure of a text (e.g., description, compare/contrast, sequential, problem/solution, cause/effect).</p>	<p>Write Write Your Own (sequential structure)—p. 95</p> <p>Grammar for Writing Proofreading Practice—pp. 38, 190 The narrative text provided for the cited Proofreading Practice exercises models time-order/sequential structure. Write About It (sequential structure)—pp. 39, 191</p>
<p>4.3.R.7 Students will ask and answer inferential questions using the text to support answers.</p>	<p>Related content Grammar for Writing Check It Out! (main ideas/supporting details)—p. 111</p>

STANDARD 3: CRITICAL READING AND WRITING

Students will apply critical thinking skills to reading and writing.

Writing

Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.

OKLAHOMA ACADEMIC STANDARD OBJECTIVES FOR ELA	GRAMMAR WORKSHOP: TOOLS FOR WRITING, GRADE 4
<p>4.3.W.1 NARRATIVE Students will write narratives incorporating characters, plot, setting, point of view, conflict (<i>i.e., solution and resolution</i>), and dialogue .</p>	<p>Write Write Your Own (write a story/story ending)—pp. 95, 103</p> <p>Grammar for Writing Write About It (write a story)—pp. 39, 191</p> <p>Teacher’s Annotated Edition: Lesson Plans Follow-Up: Writing (imagined conversation)—TAE pp. T43</p>
<p>4.3.W.2 INFORMATIVE – Grade Level Focus Students will write facts about a subject, including a clear main idea with supporting details, and use transitional and signal words.</p>	<p>Write Write Your Own (informative text)—pp. 199, 219, 227, 231</p> <p>Grammar for Writing Write About It (informative text)—pp. 59, 111, 235</p> <p>Teacher’s Annotated Edition: Lesson Plans Follow-Up: Writing (informative text)—TAE pp. T18, T19, T22, T23, T23, T24, T25, T26, T28, T28, T29, T29, T30, T31, T32, T33, T33, T34, T34, T35, T36, T37, T37, T38, T38, T39, T39, T40, T41, T42, T42, T43, T44, T44</p>
<p>4.3.W.3 OPINION Students will express an opinion about a topic and provide fact-based reasons as support.</p>	<p>Write Write Your Own (write a review/state opinion)—pp. 135, 147, 187</p> <p>Grammar for Writing Write About It—pp. 159</p> <p>Teacher’s Annotated Edition: Lesson Plans Follow-Up: Writing (favorite experience/activity)—TAE p. T20, T35</p>

STANDARD 5: LANGUAGE

Students will apply knowledge of grammar and rhetorical style to reading and writing.

Reading

Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.

OKLAHOMA ACADEMIC STANDARD OBJECTIVES FOR ELA	GRAMMAR WORKSHOP: TOOLS FOR WRITING, GRADE 4
<p>4.5.R.1 Students will recognize pronouns and irregular possessive nouns.</p>	<p>Unit 2 Nouns Lesson 11 Possessive Nouns—pp. 52–55</p> <p>Unit 5 Pronouns Lesson 35 Subject Pronouns—pp. 160–163 Lesson 36 Pronoun-Verb Agreement—pp. 164–167 Lesson 37 Object Pronouns—pp. 168–171 Lesson 38 Using I and Me—pp. 172–175 Lesson 39 Possessive Pronouns—pp. 176–179 Lesson 40 Relative Pronouns and Relative Adverbs—pp. 180–183 Lesson 41 Contractions with Pronouns—pp. 184–187</p> <p>*Go to SadlierConnect.com for an Additional Practice worksheet for each lesson. These worksheets are useful tools for lesson review or reteaching.</p>
<p>4.5.R.2 Students will recognize present perfect verbs and verb tense to identify settings, times, sequences, and conditions in text.</p>	<p>Unit 3 Verbs Lesson 12 Action Verbs—pp. 60–63 Lesson 13 Present-Tense Verbs—pp. 64–67 Lesson 14 More Present-Tense Verbs—pp. 68–71 Lesson 15 Past-Tense Verbs—pp. 72–75 Lesson 16 Future-Tense Verbs—pp. 76–79 Lesson 17 Linking Verbs—pp. 80–83 Lesson 18 Main Verbs and Helping Verbs—pp. 84–87 Lesson 19 Using Helping Verbs—pp. 88–91 Lesson 20 Progressive Forms of Verbs—pp. 92–95 Lesson 21 Irregular Verbs—pp. 96–99 Lesson 22 More Irregular Verbs—pp. 100–103</p> <p>*Go to SadlierConnect.com for an Additional Practice worksheet for each lesson. They can be used for lesson review or reteaching.</p>
<p>4.5.R.3 Students will recognize comparative and superlative adjectives and adverbs.</p>	<p>Unit 4 Adjectives, Adverbs, and Prepositions Lesson 31 Comparing with Adjectives—pp. 140–143 Lesson 32 Comparing with <i>Good</i> and <i>Bad</i>—pp. 144–147 Lesson 34 Comparing with Adverbs—pp. 152–155 Lesson 35 Using <i>Good</i> and <i>Well</i>, <i>Real</i> and <i>Very</i>—pp. 156–159</p> <p>*Go to SadlierConnect.com for an Additional Practice worksheet for each lesson. They can be used for lesson review or reteaching.</p>

STANDARD 5: LANGUAGE

Students will apply knowledge of grammar and rhetorical style to reading and writing.

Reading

Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.

OKLAHOMA ACADEMIC STANDARD OBJECTIVES FOR ELA	GRAMMAR WORKSHOP: TOOLS FOR WRITING, GRADE 4
<p>4.5.R.4 Students will recognize prepositional phrases and conjunctions.</p>	<p>Unit 1 Sentences Lesson 5 Compound Sentences (conjunctions)—pp. 24–27 Lesson 6 Complex Sentences (conjunctions)—pp. 28–31</p> <p>Unit 2 Nouns Lesson 9 Singular and Plural Nouns (conjunctions)—pp. 44–47</p> <p>Unit 4 Adjectives, Adverbs, and Prepositions Lesson 34 Prepositions and Prepositional Phrases—pp. 152–155</p> <p>*Go to SadlierConnect.com for an Additional Practice worksheet for each lesson. They can be used for lesson review or reteaching.</p>
<p>4.5.R.5 Students will recognize the subject and verb agreement.</p>	<p>Unit 3 Verbs Lesson 13 Present-Tense Verbs (subject-verb agreement)—pp. 64–67 Lesson 14 More Present-Tense Verbs (subject-verb agreement)—pp. 68–71 Lesson 17 Linking Verbs (subject-verb agreement)—pp. 80–83 Lesson 20 Progressive Forms of Verbs (subject-verb agreement)—pp. 92–95</p> <p>Unit 5 Pronouns Lesson 36 Pronoun-Verb Agreement—pp. 164–167</p> <p>*Go to SadlierConnect.com for an Additional Practice worksheet for each lesson. They can be used for lesson review or reteaching.</p>

Writing

Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.

OKLAHOMA ACADEMIC STANDARD OBJECTIVES FOR ELA	GRAMMAR WORKSHOP: TOOLS FOR WRITING, GRADE 4
<p>4.5.W.1 Students will capitalize</p> <ul style="list-style-type: none"> • familial relations • proper adjectives • conventions of letter writing 	<p>Unit 6 Capitalization, Punctuation, and Spelling Lesson 43 Capitalizing Proper Nouns—pp. 196–199 Lesson 44 Abbreviations—pp. 200–203 Lesson 45 Titles—pp. 204–207 Lesson 48 Parts of a Letter—pp. 216–219</p> <p>*Go to SadlierConnect.com for an Additional Practice worksheet for each lesson. They can be used for lesson review or reteaching.</p>

STANDARD 5: LANGUAGE

Students will apply knowledge of grammar and rhetorical style to reading and writing.

Writing

Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.

OKLAHOMA ACADEMIC STANDARD OBJECTIVES FOR ELA	GRAMMAR WORKSHOP: TOOLS FOR WRITING, GRADE 4
<p>4.5.W.2 Students will compose and expand grammatically correct sentences and questions with appropriate commas, end marks, apostrophes, and quotation marks as needed for dialogue.</p>	<p>Unit 6 Capitalization, Punctuation, and Spelling Lesson 42 Writing Sentences Correctly (end marks: period/question mark/exclamation mark)—pp. 192–195 Lesson 46 Commas in a Series—pp. 208–211 Lesson 47 More Commas—pp. 212–215 Lesson 49 Quotations—pp. 220–223</p> <p>*Go to SadlierConnect.com for an Additional Practice worksheet for each lesson. They can be used for lesson review or reteaching.</p>
<p>4.5.W.3 Students will compose simple, compound, and complex sentences and questions, create sentences with an understood subject, and correct fragments and run-on sentences.</p>	<p>Unit 1 Sentences Lesson 2 Complete Subjects and Predicates—pp. 12–15 Lesson 3 Simple Subjects—pp. 16–19 Lesson 4 Simple Predicates—pp. 20–23 Lesson 5 Compound Sentences—pp. 24–27 Lesson 6 Complex Sentences—pp. 28–31 Lesson 7 Correcting Fragments and Run-ons—pp. 32–35</p> <p>*Go to SadlierConnect.com for an Additional Practice worksheet for each lesson. They can be used for lesson review or reteaching.</p>
<p>4.5.W.4 Students will compose declarative, interrogative, imperative, and exclamatory sentences.</p>	<p>Unit 1 Sentences Lesson 1 Kinds of Sentences—pp. 8–11</p> <p>*Go to SadlierConnect.com for an Additional Practice worksheet for each lesson. They can be used for lesson review or reteaching.</p>

STANDARD 8: INDEPENDENT READING AND WRITING

Students will read and write for a variety of purposes including, but not limited to, academic and personal.

Reading

Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.

OKLAHOMA ACADEMIC STANDARD OBJECTIVES FOR ELA	GRAMMAR WORKSHOP: TOOLS FOR WRITING, GRADE 4
<p>4.8.R Students will select appropriate texts for specific purposes and read independently for extended periods of time.</p>	<p>Teacher observation.</p>

STANDARD 5: LANGUAGE

Students will apply knowledge of grammar and rhetorical style to reading and writing.

Writing

Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.

OKLAHOMA ACADEMIC STANDARD OBJECTIVES FOR ELA	GRAMMAR WORKSHOP: TOOLS FOR WRITING, GRADE 4
<p>4.8.W Students will write independently over extended periods of time (<i>e.g., time for reflection, and revision</i>) and for shorter timeframes (<i>e.g., a single sitting or a day or two</i>) to communicate with different audiences for a variety of purposes.</p>	<p>Short Writing Assignments Write Your Own (end-of-lesson writing exercises/sentences)—pp. 11, 15, 31, 55, 63, 79, 83, 87, 91, 99, 103, 123, 127, 131, 143, 167, 179, 203, 207, 231</p>
	<p>Longer Writing Assignments Write Your Own (end-of-lesson writing exercises/multiple sentences)—pp. 51, 95, 135, 147, 199, 215, 219, 223, 227</p>
	<p>Grammar for Writing Write About It (end-of-unit writing assignments)—pp. 39, 59, 111, 159, 191, 235</p>
	<p>Writing Process Handbook Producing, Publishing, and Presenting—pp. 250–251 B. Reflecting on Your Writing</p>
	<p>Teacher’s Annotated Edition: Lesson Plans Follow-Up: Writing (additional end-of-lesson writing assignments)—TAE pp. T18–T45</p>