

Grade Level	Level 1 ELA Guidebooks Units	Level 2 ELA Guidebooks Units	Level 3 ELA Guidebooks Units
Grade 3	<p><b>Sentence Skills</b></p> <ul style="list-style-type: none"> <li>● sentences &amp; fragments</li> <li>● scrambled sentences</li> <li>● sentence types</li> <li>● generating questions</li> <li>● sentence expansion</li> <li>● because, but &amp; so</li> </ul> <p><b>Note-Taking Skills</b></p> <ul style="list-style-type: none"> <li>● underline key words and phrases</li> <li>● convert sentences to key words and phrases</li> </ul> <p><b>Outlining &amp; Paragraph Skills</b></p> <ul style="list-style-type: none"> <li>● generate SPOs and paragraphs <b>as a class</b></li> <li>● distinguish TS from supporting details</li> <li>● select details from list to support a given TS</li> <li>● write details for given TS</li> </ul>	<p><b>Sentence Skills</b></p> <ul style="list-style-type: none"> <li>● subordinating conjunctions</li> <li>● sentence combining</li> <li>● appositives</li> </ul> <p><b>Note-Taking Skills</b></p> <ul style="list-style-type: none"> <li>● basic symbols and abbreviations</li> </ul> <p><b>Outlining &amp; Paragraph Skills</b></p> <ul style="list-style-type: none"> <li>● given supporting details on an SPO, write TS</li> <li>● given 1 TS, select its 4 supporting details</li> <li>● given 2 TSs, sort list of supporting details to most appropriate TS</li> <li>● given a list of sentences, label TS, SD &amp; eliminate irrelevant detail sentence(s)</li> <li>● given a paragraph, eliminate 1-2 irrelevant detail sentence(s)</li> <li>● given SPO w/TS &amp; details, write CS using sentence types, appositives, or w/concluding transition</li> <li>● given paragraph, deconstruct into an SPO</li> <li>● given topic or prompt, write SPO</li> <li>● given topic or prompt, write SPO &amp; paragraph</li> </ul> <p><b>Revising Skills</b></p> <ul style="list-style-type: none"> <li>● transitions words and phrases</li> </ul>	<p><b>Sentence Skills</b></p> <ul style="list-style-type: none"> <li>● subordinating conjunctions</li> <li>● appositives</li> <li>● sentence types</li> <li>● because, but, so</li> </ul> <p><b>Outlining &amp; Paragraph Skills</b></p> <ul style="list-style-type: none"> <li>● SPO Scaffolding Activities</li> <li>● given T.S. that takes a position, generate details</li> <li>● given details that support one side of an issue, develop a T.S. that takes a position</li> <li>● choose appropriate details for T.S. that takes a position</li> <li>● expand a kernel sentence that takes a position</li> <li>● after a given sentence, write a follow-up sentence beginning with a transitional word or phrase</li> </ul> <p><b>Revising Skills</b></p> <ul style="list-style-type: none"> <li>● transitions words and phrases</li> <li>● improve TS using the 3 ways</li> </ul>

Grade Level	Level 1 ELA Guidebooks Units	Level 2 ELA Guidebooks Units	Level 3 ELA Guidebooks Units
Grade 4	<p><b>Sentence Skills</b></p> <ul style="list-style-type: none"> <li>● sentences &amp; fragments</li> <li>● scrambled sentences</li> <li>● sentence types</li> <li>● generating questions</li> <li>● sentence expansion</li> <li>● because, but &amp; so</li> <li>● subordinating conjunctions (start with Before, After, If)</li> </ul> <p><b>Note-Taking Skills</b></p> <ul style="list-style-type: none"> <li>● underline key words and phrases</li> <li>● convert sentences to notes</li> </ul> <p><b>Outlining &amp; Paragraph Skills</b></p> <ul style="list-style-type: none"> <li>● generate SPOs and paragraphs as a class</li> <li>● distinguish TS from supporting details</li> <li>● select details from list to support a given TS</li> <li>● write details for given TS</li> <li>● generate SPOs and paragraphs independently</li> </ul>	<p><b>Sentence Skills</b></p> <ul style="list-style-type: none"> <li>● subordinating conjunctions</li> <li>● sentence combining</li> <li>● appositives</li> </ul> <p><b>Note-Taking Skills:</b></p> <ul style="list-style-type: none"> <li>● convert key words &amp; phrases, abbreviations &amp; symbols into sentences</li> </ul> <p><b>Outlining &amp; Paragraph Skills</b></p> <ul style="list-style-type: none"> <li>● given a topic, write TS 3 ways</li> <li>● given supporting details, write TS</li> <li>● given 1 TS, select its 4 supporting details</li> <li>● given 2 TSs, sort list of supporting details to most appropriate TS</li> <li>● given a list of sentences, label TS, SD &amp; eliminate irrelevant detail sentence(s)</li> <li>● given a paragraph, eliminate 1-2 irrelevant detail sentence(s)</li> <li>● given SPO w/TS &amp; details, write CS in 3 ways</li> <li>● given paragraph, deconstruct into an SPO</li> <li>● given topic or prompt, write SPO</li> <li>● given topic or prompt, write SPO &amp; paragraph</li> </ul> <p><b>Revising Skills</b></p> <ul style="list-style-type: none"> <li>● transitions words and phrases</li> </ul>	<p><b>Sentence Skills</b></p> <ul style="list-style-type: none"> <li>● appositives</li> <li>● sentence types</li> <li>● because, but, so</li> <li>● subordinating conjunctions</li> </ul> <p><b>Outlining &amp; Paragraph Skills</b></p> <ul style="list-style-type: none"> <li>● SPO Scaffolding Activities</li> <li>● given T.S. that takes a position, generate details</li> <li>● given details that support one side of an issue, develop a T.S. that takes a position</li> <li>● choose appropriate details for T.S. that takes a position</li> <li>● expand a kernel sentence that takes a position</li> <li>● after a given sentence, write a follow-up sentence beginning with a transitional word or phrase. Sentences should be based on an argumentative topic</li> </ul> <p><b>Revising Skills</b></p> <ul style="list-style-type: none"> <li>● transitions words and phrases</li> <li>● improve TS using the 3 ways</li> </ul>

Grade Level	Level 1 ELA Guidebooks Units	Level 2 ELA Guidebooks Units	Level 3 ELA Guidebooks Units
Grade 5	<p><b>Sentence Skills</b></p> <ul style="list-style-type: none"> <li>● sentences &amp; fragments</li> <li>● scrambled sentences</li> <li>● sentence types</li> <li>● generating questions</li> <li>● sentence expansion</li> <li>● because, but &amp; so</li> <li>● subordinating conjunctions</li> </ul> <p><b>Note-Taking Skills</b></p> <ul style="list-style-type: none"> <li>● underline key words and phrases</li> <li>● convert sentences to notes</li> <li>● convert notes to sentences</li> </ul> <p><b>Outlining &amp; Paragraph Skills</b></p> <ul style="list-style-type: none"> <li>● generate SPOs and paragraphs as a class</li> <li>● distinguish TS from supporting details</li> <li>● select details from list to support a given TS</li> <li>● write details for given TS</li> <li>● generate SPOs and paragraphs independently</li> </ul>	<p><b>Sentence Skills</b></p> <ul style="list-style-type: none"> <li>● subordinating conjunctions</li> <li>● sentence combining</li> <li>● appositives</li> </ul> <p><b>Outlining &amp; Paragraph Skills</b></p> <ul style="list-style-type: none"> <li>● given a topic, write TS 3 ways</li> <li>● given supporting details, write TS</li> <li>● given 1 TS, select its 4 supporting details</li> <li>● given 2 TSs, sort list of supporting details to most appropriate TS</li> <li>● given a list of sentences, label TS, SD &amp; eliminate irrelevant detail sentence(s)</li> <li>● given a paragraph, eliminate 1-2 irrelevant detail sentence(s)</li> <li>● given SPO w/TS &amp; details, write CS in 3 ways or w/concluding transition</li> <li>● given paragraph, deconstruct into an SPO</li> <li>● complete MPO as a class</li> <li>● given topic, Thesis Statement (T), &amp; categories, fill in details</li> <li>● given topic &amp; Thesis Statement (T), fill in categories and details</li> </ul> <p><b>Revising Skills</b></p> <ul style="list-style-type: none"> <li>● transitions words and phrases</li> </ul>	<p><b>Sentence Skills</b></p> <ul style="list-style-type: none"> <li>● sentence types</li> <li>● because, but, so</li> <li>● subordinating conjunctions</li> <li>● appositive</li> </ul> <p><b>Outlining &amp; Paragraph Skills</b></p> <p>SPO &amp; MPO Scaffolding Activities</p> <ul style="list-style-type: none"> <li>● given a Thesis Statement (T), fill in categories &amp; fill in details</li> <li>● given T.S. or thesis that takes a position, generate details</li> <li>● given details that support one side of an issue, develop a T.S. or thesis that takes a position</li> <li>● choose appropriate details for T.S. that takes a position</li> <li>● expand a kernel sentence that takes a position</li> <li>● after a given sentence, write a follow-up sentence beginning with a transitional word or phrase</li> </ul> <p><b>Revising Skills</b></p> <ul style="list-style-type: none"> <li>● transitions words and phrases (time &amp; sequence II, change of direction, emphasis)</li> <li>● improve TS using the 3 ways</li> </ul>