

Grade 4 Reading Return to Learn Pacing Guide 2020-21  
Accomack County Public Schools  
HMH Into Reading

1 <sup>st</sup> 9 Weeks	Module	SOL's	
<b>Week 1</b>	<b>Back to School</b> – Routines, pretests, screenings <ul style="list-style-type: none"> <li>• Social and emotional activities this week</li> <li>• 15 minute daily class meeting/read aloud continues daily for rest of year</li> </ul>	<b>(3.7ab - will need to teach or review cursive letters and practice first and last names in cursive)</b>	
<b>Week 2 &amp; 3</b>	<b>Module 1 – Week 1</b>  <i><b>The Story of You</b></i> – Informational Text <i><b>Flora and Ulysses: The Illuminated Adventures</b></i> – Fantasy  <b>Skills</b> – Main Idea, Ask and Answer Questions, Figurative Language  <b>Writing</b> – Narrative Writing, Parts of Sentence	4.1a Listen actively and speak using appropriate discussion rules. 4.1c Orally summarize information expressing ideas clearly. 4.1d Ask specific questions to gather ideas and opinions from others. 4.5g <b>Identify sensory words.</b> 4.5k <b>Use reading strategies throughout the reading process to monitor comprehension. (3.5gk)</b> 4.6c <b>Identify the main idea.</b>	4.7a Engage in writing as a process. <b>(3.8a)</b> 4.7b Select audience and purpose. <b>(3.8b)</b> 4.7c Narrow the topic. 4.7d Use a variety of prewriting strategies. 4.7e Recognize different forms of writing have different patterns of organization.

<p><b>Week 4 &amp; 5</b></p> <p>*STAR TESTING</p>	<p><b>Module 1 – Week 2</b></p> <p><i><b>Yes! We Are Latinos</b></i> – Narrative Poetry  <i><b>The Year of the Rat</b></i> – Realistic Fiction</p> <p><b>Skills</b> – Monitor and Clarify, Point of View, Characters</p> <p><b>Writing</b> – Narrative Writing, Kinds of Sentences</p>	<p>4.1a Listen actively and speak using appropriate discussion rules.</p> <p>4.1d Ask specific questions to gather ideas and opinions from others.</p> <p>4.1i Work respectfully with others, and show value for individual contributions.</p> <p>4.5a Describe how the choice of language, setting, and characters contributes to the development of plot.</p> <p>4.5c Summarize events in the plot.</p> <p>4.5e Identify the narrator of a story and the speaker of a poem. (3.5f)</p> <p>4.5j Identify cause and effect relationships.</p>	<p>4.5k Use reading strategies throughout the reading process to monitor comprehension. (3.5gk)</p> <p>4.7a Engage in writing as a process. (3.8a)</p> <p>4.7d Use a variety of prewriting strategies.</p> <p>4.7e Recognize different forms of writing have different patterns of organization.</p> <p>4.7g Write a clear topic sentence focusing on the main idea.</p> <p>4.7l Utilize elements of style, including word choice and sentence variation.</p>
<p><b>Week 6 &amp; 7</b></p>	<p><b>Module 1 – Week 3</b></p> <p><i><b>Kitoto the Mighty</b></i> – Folktale</p> <p><b>Skills</b> – Retell, Literary Elements, Theme, Author’s Craft</p> <p><b>Writing</b> – Narrative Writing, Quotations</p>	<p>4.1a Listen actively and speak using appropriate discussion rules.</p> <p>4.1b Contribute to group discussions across content areas.</p> <p>4.2b Speak audibly with appropriate pacing.</p> <p>4.9a Construct questions about a topic. (3.11)</p> <p>4.5a Describe how the choice of language, setting, and characters contributes to the development of plot.</p> <p>4.5b Identify the theme(s).</p> <p>4.5c Summarize events in the plot.</p> <p>4.5k Use reading strategies throughout the reading process to monitor comprehension. (3.5gk)</p>	<p>4.7a Engage in writing as a process. (3.8a)</p> <p>4.7h Write related paragraphs on the same topic.</p> <p>4.7i Elaborate writing by including details to support the purpose.</p> <p>4.7l Utilize elements of style, including word choice and sentence variation.</p> <p>4.7m Revise writing for clarity of content using specific vocabulary and information.</p> <p>4.8a Use subject-verb agreement.</p>

<b>Week 8 &amp; 9</b>	<b>Module 2 – Week 1</b>  <b><i>What Are the Five Senses?</i></b> –Infographic <b><i>The Science Behind Sight</i></b> – Informational Text  <b>Skills</b> – Main Idea, Summarize, Text and Graphic Features, Content Area Words  <b>Writing</b> – Informational Text Writing, Fragments and Run-On Sentences	4.1a Listen actively and speak using appropriate discussion rules. 4.2a Locate, organize, and analyze information from a variety of multimodal texts. 4.9a Construct questions about a topic. <b>(3.11)</b> 4.4d <b>Use vocabulary from other content areas.</b> 4.6a <b>Use text features such as type, headings, and graphics to predict and categorize information. (3.6c)</b> 4.6c <b>Identify the main idea.</b>	4.6d <b>Summarize supporting details.</b> 4.7a Engage in writing as a process. <b>(3.8a)</b> 4.7b Select audience and purpose. <b>(3.8b)</b> 4.7d Use a variety of prewriting strategies. 4.7i Elaborate writing by including details to support the purpose. 4.7l Utilize elements of style, including word choice and sentence variation.
		<ul style="list-style-type: none"> <li>• Incorporate daily</li> <li>• 4.5l (3.5m Read with fluency, accuracy, and meaningful expression)</li> <li>• 4.4a (3.4d Use context to clarify meaning of unfamiliar words) – daily vocabulary lessons and read alouds</li> <li>• 4.4c (3.4g Use word reference materials) – use during writing workshops and research</li> </ul>	
		<ul style="list-style-type: none"> <li>• Skill sols are bolded</li> <li>• COVID standards are bolded and in parentheses</li> <li>• Cause and effect is not taught as a skill in this series so be sure to add it in each nine weeks</li> <li>• Virtual Virginia SOLS highlighted – also included 4.5d – identify genres, 4.5i - Compare/contrast details in literary and informational nonfiction texts, 4.4b - homophones</li> </ul>	

2nd 9 Weeks	Module	SOL's	
Week 1 & 2	<b>Module 2 – Week 2</b>  <i>Animal Senses</i> – Informational Video <i>Blind Ambition</i> – Personal Narrative  <b>Skills</b> – Ask and Answer Questions, Media Techniques, Text Structure  <b>Writing</b> – Informational Text Writing, Proper Nouns	4.1a Listen actively and speak using appropriate discussion rules. 4.1b Contribute to group discussions across content areas. 4.1c Orally summarize information expressing ideas clearly. 4.3a <b>Differentiate between auditory, visual, and written media messages and their purposes.</b> 4.3b <b>Compare and contrast how ideas and topics are depicted in a variety of media and formats.</b> 4.6b Explain the author's purpose. 4.6h <b>Use reading strategies throughout the reading process to monitor comprehension.</b>	4.7a Engage in writing as a process. <b>(3.8a)</b> 4.7d Use a variety of prewriting strategies. 4.7e Recognize different forms of writing have different patterns of organization. 4.7g Write a clear topic sentence focusing on the main idea. 4.7l Utilize elements of style, including word choice and sentence variation.
Week 3 & 4	<b>Module 2 – Week 3</b>  <i>The Game of Silence</i> – Historical Fiction  <b>Skills</b> – Visualize, Plot, Figurative Language, Author's Craft  <b>Writing</b> – Informational Text Writing, Verbs	4.1a Listen actively and speak using appropriate discussion rules. 4.9b Collect and organize information from multiple resources. <b>(3.11)</b> 4.9c Evaluate the relevance and reliability of information. <b>(3.11)</b> 4.5a <b>Describe how the choice of language, setting, and characters contributes to the development of plot.</b> 4.5c <b>Summarize events in the plot.</b> 4.5f <b>Identify the conflict and resolution.</b> 4.5g <b>Identify sensory words.</b>	4.5k Use reading strategies throughout the reading process to monitor comprehension. <b>(3.5gk)</b> 4.7a Engage in writing as a process. <b>(3.8a)</b> 4.7i Elaborate writing by including details to support the purpose. 4.7l Utilize elements of style, including word choice and sentence variation. 4.8a Use subject-verb agreement. 4.8e Correctly use adjectives and adverbs.
Week 5 & 6	<b>Module 3 – Week 1</b>  <i>Never Give Up!</i> – Argumentative Text <i>Rent Party Jazz</i> – Historical Fiction	4.1a Listen actively and speak using appropriate discussion rules. 4.1e Use evidence to support opinions and conclusions.	4.5k Use reading strategies throughout the reading process to monitor comprehension. <b>(3.5gk)</b> 4.7a Engage in writing as a process. <b>(3.8a)</b>

	<p><b>Skills</b> – Synthesize (Draw Conclusions), Author’s Craft, Plot, Theme</p> <p><b>Writing</b> – Argument Writing, Verb Tenses</p>	<p>4.1i Work respectfully with others, and show value for individual contributions.</p> <p><b>4.5a Describe how the choice of language, setting, and characters contributes to the development of plot.</b></p> <p><b>4.5b Identify the theme(s).</b></p> <p><b>4.5c Summarize events in the plot.</b></p> <p><b>4.5f Identify the conflict and resolution.</b></p> <p><b>4.5h Draw conclusions/make inferences about text using the text as support.</b></p>	<p>4.7b Select audience and purpose. <b>(3.8b)</b></p> <p>4.7c Narrow the topic.</p> <p>4.7d Use a variety of prewriting strategies.</p> <p>4.7j Express an opinion about a topic and provide fact-based reasons for support.</p>
<b>Week 7 &amp; 8</b>	<p><b>Module 3 –Week 2</b></p> <p><i><b>The Galveston Hurricane of 1900</b></i> –Narrative Nonfiction</p> <p><i><b>Catch Me If You Can</b></i> –Play</p> <p><b>Skills</b> – Visualize, Point of View, Elements of Drama</p> <p><b>Writing</b> – Argument Writing, Progressive Verb Tenses</p>	<p>4.1a Listen actively and speak using appropriate discussion rules.</p> <p>4.1b Contribute to group discussions across content areas.</p> <p>4.1e Use evidence to support opinions and conclusions.</p> <p>4.9b Collect and organize information from multiple resources. <b>(3.11)</b></p> <p>4.9c Evaluate the relevance and reliability of information. <b>(3.11)</b></p> <p><b>4.5d Identify genres.</b></p> <p><b>4.5e Identify the narrator of a story and the speaker of a poem.</b></p> <p>4.5i Compare/contrast details in literary and informational nonfiction texts.</p> <p>4.5k Use reading strategies throughout the reading process to monitor comprehension.</p>	<p>4.6h Use reading strategies throughout the reading process to monitor comprehension.</p> <p>4.7a Engage in writing as a process.</p> <p>4.7d Use a variety of prewriting strategies.</p> <p>4.7e Recognize different forms of writing have different patterns of organization.</p> <p>4.7g Write a clear topic sentence focusing on the main idea.</p> <p>4.7j Express an opinion about a topic and provide fact-based reasons for support.</p> <p>4.7l Utilize elements of style, including word choice and sentence variation.</p>
<b>Week 9</b>	<p><b>Module 3 – Week 3</b></p> <p><i><b>My Diary from Here to There</b></i> – Diary/Autobiographical Fiction</p>	<p>4.1a Listen actively and speak using appropriate discussion rules.</p> <p>4.1b Contribute to group discussions across content areas.</p> <p>4.1c Orally summarize information expressing ideas clearly.</p>	<p>4.5k Use reading strategies throughout the reading process to monitor comprehension.</p> <p>4.7a Engage in writing as a process.</p> <p>4.7h Write related paragraphs on the same topic.</p>

	<p><b>Skills</b> – Make and Confirm Predictions, Literary Elements, Point of View, Author’s Craft</p> <p><b>Writing</b> – Argument Writing, Compound and Complex Sentences</p>	<p>4.2c Use language and style appropriate to the audience, topic, and purpose.</p> <p>4.2d Make eye contact with the audience.</p> <p><b>4.5a Describe how the choice of language, setting, and characters contributes to the development of plot.</b></p> <p>4.5c Summarize events in the plot.</p> <p>4.5e Identify the narrator of a story and the speaker of a poem.</p> <p>4.5f Identify the conflict and resolution.</p> <p><b>4.5g Identify sensory words.</b></p>	<p>4.7i Elaborate writing by including details to support the purpose.</p> <p>4.7j <b>Express</b> an opinion about a topic and provide fact-based reasons for support.</p> <p>4.7l Utilize elements of style, including word choice and sentence variation.</p> <p>4.7m Revise writing for clarity of content using specific vocabulary and information.</p> <p>4.8a Use subject-verb agreement.</p>
		<ul style="list-style-type: none"> <li>• Incorporate daily</li> <li>• <b>4.5l (3.5m Read with fluency, accuracy, and meaningful expression)</b></li> <li>• <b>4.4a (3.4d Use context to clarify meaning of unfamiliar words) – daily vocabulary lessons and read alouds</b></li> <li>• <b>4.4c (3.4g Use word reference materials) – use during writing workshops and research</b></li> </ul>	
		<ul style="list-style-type: none"> <li>• Skill sols are bolded</li> <li>• COVID standards are bolded and in parentheses</li> <li>• Cause and effect is not taught as a skill in this series so be sure to add it in each nine weeks</li> <li>• Virtual Virginia SOLs highlighted – also included 4.3ab – media messages which is covered in 3<sup>rd</sup> nine weeks, 4.4b – prefixes, suffixes</li> </ul>	

3rd 9 Weeks	Module	SOL's	
Week 1 & 2	<b>Module 4 – Week 1</b>  <i>Who's A Hero</i> – Informational Text <i>Prince Charming Misplaces His Bride</i> – Fairy Tale  <b>Skills</b> – Text and Graphic Features, Visualize, Point of View, Theme  <b>Writing</b> – Narrative Writing, Pronouns	4.1a Listen actively and speak using appropriate discussion rules. 4.1c Orally summarize information expressing ideas clearly. 4.1g Use specific vocabulary to communicate ideas. 4.5b <b>Identify the theme(s).</b> 4.5e <b>Identify the narrator of a story and the speaker of a poem.</b> 4.5k Use reading strategies throughout the reading process to monitor comprehension. 4.6a <b>Use text features such as type, headings, and graphics to predict and categorize information.</b>	4.7a Engage in writing as a process. 4.7b Select audience and purpose. 4.7c Narrow the topic. 4.7d Use a variety of prewriting strategies. 4.7e Recognize different forms of writing have different patterns of organization.
Week 3 & 4	<b>Module 4 – Week 2</b>  <i>Smokejumpers to the Rescue</i> – Informational Text <i>Perseus and the Fall of Medusa</i> – Myth/Play  <b>Skills</b> – Synthesize (Draw Conclusions), Ask and Answer Questions, Elements of Drama, Figurative Language  <b>Writing</b> – Narrative Writing, Frequently Confused Words	4.1a Listen actively and speak using appropriate discussion rules. 4.1g Use specific vocabulary to communicate ideas. 4.9b Collect and organize information from multiple resources. <b>(3.11)</b> 4.9c Evaluate the relevance and reliability of information. <b>(3.11)</b> 4.5d <b>Identify genres.</b> 4.5g <b>Identify sensory words.</b> 4.5h <b>Draw conclusions/make inferences about text using the text as support.</b> 4.5k <b>Use reading strategies throughout the reading process to monitor comprehension.</b>	4.6h <b>Use reading strategies throughout the reading process to monitor comprehension.</b> 4.7a Engage in writing as a process. 4.7d Use a variety of prewriting strategies. 4.7e Recognize different forms of writing have different patterns of organization. 4.7g Write a clear topic sentence focusing on the main idea. 4.7i Utilize elements of style, including word choice and sentence variation.
Week 5 & 6	<b>Module 4 – Week 3</b>  <i>The Battle of the Alamo</i> – Narrative Nonfiction	4.1a Listen actively and speak using appropriate discussion rules. 4.1f Connect comments to the remarks of others. 4.9d Give credit to sources used in research. <b>(3.11)</b>	4.6h Use reading strategies throughout the reading process to monitor comprehension. 4.7a Engage in writing as a process. 4.7h Write related paragraphs on the same topic.

	<p><b>Skills</b> – Make Inferences, Main Idea, Text Structure, Author’s Purpose</p> <p><b>Writing</b> – Narrative Writing, Possessive Nouns</p>	<p>4.6b <b>Explain the author’s purpose.</b></p> <p>4.6c <b>Identify the main idea.</b></p> <p>4.6d Summarize supporting details.</p> <p>4.6e <b>Draw conclusions and make inferences using textual information as support.</b></p>	<p>4.7l Utilize elements of style, including word choice and sentence variation.</p> <p>4.7m Revise writing for clarity of content using specific vocabulary and information.</p> <p>4.8e Correctly use adjectives and adverbs.</p>
<b>Week 7 &amp; 8</b>	<p><b>Module 5 – Week 1</b></p> <p><i><b>Why Art Centers Matter</b></i> – Argumentative Text</p> <p><i><b>The Beatles Were Fab (and They Were Funny)</b></i> – Biography</p> <p><b>Skills</b> – Ideas and Support (Fact and Opinion), Ask and Answer Questions, Text Structure, Figurative Language</p> <p><b>Writing</b> – Informational Text Writing, Modal Auxiliaries</p>	<p>4.1a Listen actively and speak using appropriate discussion rules.</p> <p>4.1e Use evidence to support opinions and conclusions.</p> <p>4.1g Use specific vocabulary to communicate ideas.</p> <p>4.9e Avoid plagiarism and use own words. <b>(3.11)</b></p> <p>4.5a <b>Describe how the choice of language, setting, and characters contributes to the development of plot.</b></p> <p>4.5g <b>Identify sensory words.</b></p> <p>4.5k <b>Use reading strategies throughout the reading process to monitor comprehension.</b></p>	<p>4.6g <b>Distinguish between fact and opinion.</b></p> <p>4.7a Engage in writing as a process.</p> <p>4.7b Select audience and purpose.</p> <p>4.7c Narrow the topic.</p> <p>4.7f Organize writing to convey a central idea.</p> <p>4.7g Write a clear topic sentence focusing on the main idea.</p>
<b>Week 9</b>	<p><b>Module 5 – Week 2</b></p> <p><i><b>How Can Photos Take Us Back In Time?</b></i> – Video</p> <p><i><b>Let’s Dance Around the World</b></i> – Informational Text</p>	<p>4.1a Listen actively and speak using appropriate discussion rules.</p> <p>4.1b Contribute to group discussions across content areas.</p> <p>4.1d Ask specific questions to gather ideas and opinions from others.</p>	<p>4.6h <b>Use reading strategies throughout the reading process to monitor comprehension.</b></p> <p>4.7a Engage in writing as a process.</p> <p>4.7e Recognize different forms of writing have different patterns of organization.</p> <p>4.7f Organize writing to convey a central idea.</p>



	<p><b>Skills</b> – Monitor and Clarify, Main Idea, Text and Graphic Features</p> <p><b>Writing</b> – Informational Text Writing, Participles</p>	<p>4.1e Use evidence to support opinions and conclusions.</p> <p>4.1f Connect comments to the remarks of others.</p> <p>4.6a <b>Use text features such as type, headings, and graphics to predict and categorize information.</b></p> <p>4.6c <b>Identify the main idea.</b></p> <p>4.6d Summarize supporting details.</p>	<p>4.7g Write a clear topic sentence focusing on the main idea.</p> <p>4.7h Write related paragraphs on the same topic.</p> <p>4.7i Elaborate writing by including details to support the purpose.</p>
		<ul style="list-style-type: none"> <li>• <b>Incorporate daily</b></li> <li>• <b>4.5I (3.5m Read with fluency, accuracy, and meaningful expression)</b></li> <li>• <b>4.4a (3.4d Use context to clarify meaning of unfamiliar words) – daily vocabulary lessons and read alouds</b></li> <li>• <b>4.4c (3.4g Use word reference materials) – use during writing workshops and research</b></li> <li>• Skill sols are bolded</li> <li>• COVID standards are bolded and in parentheses</li> <li>• Cause and effect is not taught as a skill in this series so be sure to add it in each nine weeks</li> </ul>	

4th 9 Weeks	Module	SOL's	
Week 1 & 2	<b>Module 5 – Week 3</b>  <i>The Art of Poetry</i> –Poetry  <b>Skills</b> – Visualize, Elements of Poetry, Figurative Language, Theme  <b>Writing</b> – Informational Text Writing, Irregular Verbs	4.1a Listen actively and speak using appropriate discussion rules. 4.1b Contribute to group discussions across content areas. 4.1d Ask specific questions to gather ideas and opinions from others. 4.1g Use specific vocabulary to communicate ideas. 4.5b <b>Identify the theme(s).</b> 4.4e <b>Develop and use general and specialized vocabulary through speaking, listening, reading, and writing.</b> 4.5g <b>Identify sensory words.</b> 4.5k Use reading strategies throughout the reading process to monitor comprehension.	4.7a Engage in writing as a process. 4.7f Organize writing to convey a central idea. 4.7g Write a clear topic sentence focusing on the main idea. 4.7h Write related paragraphs on the same topic. 4.7i Elaborate writing by including details to support the purpose. 4.7k Use transition words and prepositional phrases for sentence variety. 4.7m Revise writing for clarity of content using specific vocabulary and information
Week 3 & 4	<b>Module 6 –Week 1</b>  <i>Seven Natural Wonders</i> –Informational Text <i>Mariana Trench</i> –Informational Text  <b>Skills</b> – Text and Graphic Features, Synthesize (Draw Conclusions), Main Idea, Text Structure  <b>Writing</b> – Correspondence Writing, Adjectives	4.1a Listen actively and speak using appropriate discussion rules. 4.1e Use evidence to support opinions and conclusions. 4.1g Use specific vocabulary to communicate ideas. 4.9a Construct questions about a topic. <b>(3.11)</b> 4.9b Collect and organize information from multiple resources. <b>(3.11)</b> 4.9c Evaluate the relevance and reliability of information. <b>(3.11)</b> 4.6a <b>Use text features such as type, headings, and graphics to predict and categorize information.</b> 4.6c <b>Identify the main idea.</b>	4.6d Summarize supporting details. 4.6e <b>Draw conclusions and make inferences using textual information as support.</b> 4.6h Use reading strategies throughout the reading process to monitor comprehension. 4.7a Engage in writing as a process. 4.7b Select audience and purpose. 4.7c Narrow the topic. 4.7d Use a variety of prewriting strategies.
Week 5 & 6	<b>Module 6 – Week 2</b>	4.1a Listen actively and speak using appropriate discussion rules.	4.5k <b>Use reading strategies throughout the reading process to monitor comprehension.</b>

	<p><b><i>Weird and Wondrous Rocks</i></b> – Informational Text</p> <p><b><i>Nature's Wonders</i></b> – Poetry and Informational Text</p> <p><b>Skills</b> – Ask and Answer Questions, Text Structure, Author's Craft, Elements of Poetry</p> <p><b>Writing</b> – Correspondence Writing, Adverbs</p>	<p>4.1b Contribute to group discussions across content areas.</p> <p>4.1d Ask specific questions to gather ideas and opinions from others.</p> <p>4.1e Use evidence to support opinions and conclusions.</p> <p>4.1f Connect comments to the remarks of others.</p> <p>4.1g Use specific vocabulary to communicate ideas.</p> <p>4.2a Locate, organize, and analyze information from a variety of multimodal texts.</p> <p><b>4.5a Describe how the choice of language, setting, and characters contributes to the development of plot.</b></p> <p>4.5e Identify the narrator of a story and the speaker of a poem.</p> <p><b>4.5g Identify sensory words.</b></p>	<p>4.6h Use reading strategies throughout the reading process to monitor comprehension.</p> <p>4.7a Engage in writing as a process.</p> <p>4.7e Recognize different forms of writing have different patterns of organization.</p> <p>4.7f Organize writing to convey a central idea.</p> <p>4.7g Write a clear topic sentence focusing on the main idea.</p> <p>4.7i Elaborate writing by including details to support the purpose.</p> <p>4.7l Utilize elements of style, including word choice and sentence variation.</p>
<b>Week 7 &amp; 8</b>	<p><b>Module 6 – Week 3</b></p> <p><b><i>Grand Canyon: A Trail Through Time</i></b> – Literary Nonfiction</p> <p><b>Skills</b> – Make Inferences, Ideas and Support, Simile and Metaphor, Author's Craft</p> <p><b>Writing</b> – Correspondence Writing, Prepositions and Prepositional Phrases</p>	<p>4.1a Listen actively and speak using appropriate discussion rules.</p> <p>4.1b Contribute to group discussions across content areas.</p> <p>4.1g Use specific vocabulary to communicate ideas.</p> <p>4.2a Locate, organize, and analyze information from a variety of multimodal texts.</p> <p>4.2b Speak audibly with appropriate pacing.</p> <p>4.2c Use language and style appropriate to the audience, topic, and purpose.</p> <p>4.2d Make eye contact with the audience.</p> <p>4.2e Ask and answer questions to gather or clarify information presented orally.</p> <p><b>4.5g Identify sensory words.</b></p>	<p><b>4.6b Explain author's purpose.</b></p> <p><b>4.6e Draw conclusions and make inferences using textual information as support.</b></p> <p>4.7a Engage in writing as a process.</p> <p>4.7i Elaborate writing by including details to support the purpose.</p> <p>4.7l Utilize elements of style, including word choice and sentence variation.</p> <p>4.7m Revise writing for clarity of content using specific vocabulary and information</p> <p>4.8a Use subject-verb agreement.</p> <p>4.8d Use commas in series, dates, and addresses.</p>
<b>Week 9</b>	<b>Module 7 – Week 1</b>	<p>4.1a Listen actively and speak using appropriate discussion rules.</p>	<p><b>4.6c Identify the main idea.</b></p> <p>4.6d Summarize the supporting details.</p> <p>4.7a Engage in writing as a process.</p>

	<p><b><i>A Tale of Traditional Tales</i></b> – Informational Text  <b><i>Thunder Rose</i></b> – Tall Tale</p> <p><b>Skills</b> – Main Idea, Retell, Figurative Language, Characters</p> <p><b>Writing</b> – Narrative Writing, Relative Pronouns and Adverbs</p>	<p>4.1b Contribute to group discussions across content areas.  4.1d Ask specific questions to gather ideas and opinions from others.  4.1e Use evidence to support opinions and conclusions.  4.1f Connect comments to the remarks of others.  4.5a Describe how the choice of language, setting, and <b>characters contributes to the development of plot.</b>  4.5c <b>Summarize events in the plot.</b>  4.5g <b>Identify sensory words.</b>  4.5k Use reading strategies throughout the reading process to monitor comprehension.</p>	<p>4.7b Select the audience and purpose.  4.7c Narrow the topic.  4.7d Use a variety of prewriting strategies.  4.7e Recognize different forms of writing have different patterns of organization.</p>
	<ul style="list-style-type: none"> <li>• <b>Incorporate daily</b></li> <li>• <b>4.5l (3.5m Read with fluency, accuracy, and meaningful expression)</b></li> <li>• <b>4.4a (3.4d Use context to clarify meaning of unfamiliar words) – daily vocabulary lessons and read alouds</b></li> <li>• <b>4.4c (3.4g Use word reference materials) – use during writing workshops and research</b></li> <li>• Skill sols are bolded</li> <li>• COVID standards are bolded and in parentheses</li> <li>• Cause and effect is not taught as a skill in this series so be sure to add it in each nine weeks</li> </ul>		