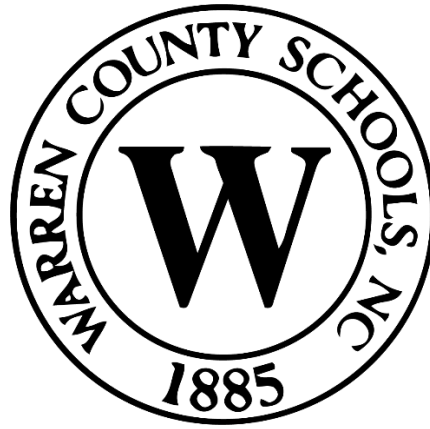


# **Warren County Schools**

## **Pacing Guide**



### **ELA Fourth Grade**

NC Standards	Vocabulary	Key Skills	Timeframe
<p><b>Resources:</b> HMH Module1: What Makes Us Who We Are, NCDPI, FCRR</p> <ul style="list-style-type: none"> <li>• RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>• RL.4.4 Determine the meaning of words and phrases as they are used in a text, including words that affect meaning and tone.</li> <li>• RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</li> <li>• RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</li> </ul> <p>RF.4.5.a Read on-level text with purpose and understanding.</p> <ul style="list-style-type: none"> <li>• RF.4.5.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>• RF.4.5.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> <li>• L.4.2.q Spell grade-appropriate words correctly.</li> <li>• L.4.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.</li> <li>• SL.4.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>• SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles.</li> </ul>	<p>text, events, inferences, details, clarify, meaning, explain, main idea, summarize, context,</p>	<p>Context Clues: Prefix(un, in, im, re), Decoding: Short and Long a Sounds; Spelling: Words with Short and Long a; Fluency: Accuracy and Self-Correction, Central Idea; Ask and Answer Questions; Text and Graphic Features; Figurative</p>	<p>4 weeks 8/17-9/11/2020</p>

- SL.4.1.c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- W.4.3.a Organize information and ideas around a topic to plan and prepare to write.
- W.4.3.b Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
  - W.4.3.g With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience.
- W.4.6 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- L.4.1.o Produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences.
- W.4.3.d Use a variety of transitional words and phrases to manage the sequence of events.
- W.4.3.e Use concrete words and phrases and sensory details to convey experiences and events precisely.
  - 4.W.TTP.3g Apply language standards addressed in the Foundational Literacy standards.
- 4.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.4.4 With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills.
- L.4.2.f Continue to use quotation marks in dialogue.
- L.4.2.h Use commas and quotations to mark direct speech and quotations from a text.

#### **Cross-Curricular Standards**

**Science** • 4.L.1.2 Explain how animals meet their needs by using behaviors in response to information received from the environment.

#### **DPI Resources**

RF.4.4

Language,  
Collaborative  
Discussion;  
Engage in  
Discussion,  
Narrative:  
Personal  
Narrative,

<https://drive.google.com/file/d/133sKrfXVNLkUZVke77d5hjWYV6dQiSe6/view?usp=sharing>  
 RF4.5b [https://drive.google.com/file/d/1mgg--AK\\_fLozYOv4ndFdhNpor9KwxhJq/view?usp=sharing](https://drive.google.com/file/d/1mgg--AK_fLozYOv4ndFdhNpor9KwxhJq/view?usp=sharing)  
 RF4.5c <https://drive.google.com/file/d/1Nn1q9bEAJuxtzyLUIh6G0Dq1NvB6Z4R/view?usp=sharing>  
 RL.4.2 [https://drive.google.com/file/d/1\\_pHVva9JfDxwcXUbeg3OuUoLuP80GF2CK/view?usp=sharing](https://drive.google.com/file/d/1_pHVva9JfDxwcXUbeg3OuUoLuP80GF2CK/view?usp=sharing)  
 RL.4.4 <https://drive.google.com/file/d/1aoTyOdbSvOLFxpWXIHgaYHOKgXRRwuSD/view?usp=sharing>  
 RL.4.5 <https://drive.google.com/file/d/1rC3PvMKwTqRnbPYR4WaFVqfPM9o0aJ6I/view?usp=sharing>  
 W.4.3 <https://drive.google.com/file/d/1oLGRAMSc-sRJHWLouke4P6YNLMoT5Iw4/view?usp=sharing>

#### Remote Learning Resources (DPI)

##### Choice Boards

<https://sites.google.com/dpi.nc.gov/englishlanguagearts/resources/remote-learning/3-5-choiceboards>

The choice board format allows students to choose among the activities as a way to reinforce skills, explore new concepts, and take ownership of and self-reflect on their learning.

##### Question Stems (DPI)

<https://drive.google.com/file/d/1QvgII2ITQCgEl6Jw8hMGq8zjlGHviOJH/view>

##### Sentence Frames (DPI)

<https://drive.google.com/file/d/1ykTXUWH90CMkWMdiF-4yfPc6fvEwq08L/view>

<p><b>FCRR</b></p> <p>Morphine  <a href="https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_morpheme_structures/45_ap014_compound_construction.pdf">https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_morpheme_structures/45_ap014_compound_construction.pdf</a></p> <p>Context Clues  <a href="https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_words_in_context/45_v040_context_clues.pdf">https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_words_in_context/45_v040_context_clues.pdf</a></p> <p>Syllables  <a href="https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_syllable_patterns/45_ap013_select_syllables.pdf">https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_syllable_patterns/45_ap013_select_syllables.pdf</a></p> <p>Main Events  <a href="https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_narrative_text_structure/45_c004_the_main_events.pdf">https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_narrative_text_structure/45_c004_the_main_events.pdf</a></p> <p>Uncovering Meaning  <a href="https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_word_meaning/45_v023_undercover_meanings.pdf">https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_word_meaning/45_v023_undercover_meanings.pdf</a></p>			
<p><b>Resources: HMH Module 2: Come to your Senses, NCDPI, FCRR</b></p> <ul style="list-style-type: none"> <li>•RF.4.4.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.</li> <li>• RF.4.5.b Read on-level prose and poetry</li> </ul> <p>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <ul style="list-style-type: none"> <li>• RI.4.2 Determine the main idea of a text and explain how it is supported by key details;</li> </ul>	<p>Tone, main idea, details, summarize clarify, context clues,</p>	<p>Collaborative Discussion; Gather Information, Multiple Meaning Words; Suffixes – ness, –ment,</p>	

<p>summarize the text.</p> <ul style="list-style-type: none"> <li>• RI.4.5 Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.</li> <li>• RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.</li> <li>• RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.</li> <li>• RL.4.4 Determine the meaning of words and phrases as they are used in a text, including words that affect meaning and tone.</li> <li>• L.4.1.a Continue to ensure subject/verb agreement</li> <li>• L.4.2.b Continue to use correct capitalization.</li> <li>• L.4.2.q Spell grade-appropriate words correctly.</li> <li>• L.4.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.</li> <li>• L.4.1.o Produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences.</li> <li>• SL.4.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>• SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally</li> <li>• SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</li> <li>• W.4.2.b Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aiding comprehension.</li> <li>• W.4.2.c Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. •</li> <li>• W.4.2.e Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>• W.4.2.f Provide a concluding statement or section related to the information or explanation presented.</li> </ul>		<p>Decoding: Syllable Division Patterns: VCCV, VCV, VV; Spelling: Homophones; Fluency: Reading Rate, Ask and Answer Questions; Media Techniques; Figurative Language; Text Structure, Collaborative Discussion; Summarizing/ Paraphrasing Context Clues; Suffixes –y, – ly, Decoding: Vowel Sounds /ũ/, /y□/, and /□/; Spelling: Words with Vowel</p>	
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- W.4.2.g With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience.
- W.4.4 With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills.
- W.4.6 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

### CROSS-CURRICULAR STANDARDS

#### Science

- 4.P.3.2 Recognize that light travels in a straight line until it strikes an object or travels from one medium to another, and that light can be reflected, refracted, and absorbed.
- 4. L.1.2 Explain how animals meet their needs by using behaviors in response to information received from the environment.

#### DPI Resources

RL4.5

<https://drive.google.com/file/d/1rC3PvMKwTqRnbPYR4WaFVqfPM9o0aJ6I/view?usp=sharing>

SL4.2

<https://drive.google.com/file/d/1YwTN7gVKmzlKM3PT9tVgAMzbtU8WEvUu/view?usp=sharing>

W4.3 <https://drive.google.com/file/d/1oLGRAMSc-sRJHWLouke4P6YNLMoT5Iw4/view?usp=sharing>

RI.4.2

[https://drive.google.com/file/d/18XOBR78VYmH8A\\_pYwLRrDIgNMurtjdpJ/view?usp=sharing](https://drive.google.com/file/d/18XOBR78VYmH8A_pYwLRrDIgNMurtjdpJ/view?usp=sharing)

RI.4.5

[https://drive.google.com/file/d/1UKbRz\\_LtDpqBk16VB3kmEeoKTKY9oXFM/view?usp=sharing](https://drive.google.com/file/d/1UKbRz_LtDpqBk16VB3kmEeoKTKY9oXFM/view?usp=sharing)

Sounds /ŭ/,  
/y□/, /□/;  
Fluency:  
Expression  
Plot;  
Figurative  
Language;  
Author's  
Craft,  
Collaborative  
Discussion;  
Create a  
Multimedia  
Presentation;  
Informational  
Text:  
Description

### Remote Learning Resources (DPI)

Flip Grid

<https://info.flipgrid.com/>

Ask students to choose a page or two from an independent reading book or provide students with an excerpt. Have students create a Black Out Poem that expresses one of the character's perspectives in the text. If there are two characters with differing perspectives in the text, ask students to repeat the activity with the second character. Once complete, they should write or verbally explain with a digital tool, an explanation of how the poem illustrates the character's perspective.

Black Out Example

[https://drive.google.com/file/d/1XRenWGID51efWB1wr5\\_mv5XMM4yGYRfp/view?usp=sharing](https://drive.google.com/file/d/1XRenWGID51efWB1wr5_mv5XMM4yGYRfp/view?usp=sharing)

### Question Stems (DPI)

<https://drive.google.com/file/d/1QvgII2ITQCgEl6Jw8hMGq8zjlGHviOJH/view>

### Sentence Frames (DPI)

<https://drive.google.com/file/d/1ykTXUWH90CMkWMdiF-4yfPc6fvEwq08L/view>

### FCRR

Summarizing;

[https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student\\_center\\_activities/45\\_narrative\\_text\\_structure/45\\_c013\\_summary\\_step\\_up.pdf](https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_narrative_text_structure/45_c013_summary_step_up.pdf)

Word Parts:

[https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student\\_center\\_activities/45\\_word\\_parts/45\\_f001\\_speedy\\_syllables.pdf](https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_word_parts/45_f001_speedy_syllables.pdf)

Phrases:



<p><a href="https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_phrases/45_f009_fleeting_phrases.pdf">https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_phrases/45_f009_fleeting_phrases.pdf</a></p> <p>Multisyllable words:  <a href="https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_word_analysis/45_v026_word_by_word.pdf">https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_word_analysis/45_v026_word_by_word.pdf</a></p> <p>Word Meaning:  <a href="https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_word_meaning/45_v020_word_clues.pdf">https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_word_meaning/45_v020_word_clues.pdf</a></p>			
<p><b>Resources: HMH Module 3: Rise to the Occasion, NCDPI, FCRR,</b></p> <ul style="list-style-type: none"> <li>• RF.4.5.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>• RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.</li> <li>• RL.4.4 Determine the meaning of words and phrases as they are used in a text, including words that affect meaning and tone.</li> <li>• RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</li> <li>• L.4.1.p Produce, expand, and rearrange simple, compound, and complex sentences</li> <li>• L.4.2.q Spell grade-appropriate words correctly.</li> <li>• L.4.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.</li> <li>• SL.4.1.c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</li> <li>• W.4.4 With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills.</li> <li>• W.4.1.d Link opinion and reasons using words and phrases.</li> </ul>	<p>Prose, character, setting, details, tone, point of view, compare contrast, opinion, context clues,</p>	<p>Multiple-Meaning Words; Prefixes over–, under–, Decoding: Vowel + /r/ Sounds /är/, /âr/, /îr/; Spelling: Vowel + /r/ Sounds; Fluency: Reading Rate, Make and Confirm Predictions; Literary Elements; Point of View;</p>	<p><b>4 Weeks</b>  <b>10/10-</b>  <b>11/6/2020</b></p>

- W.4.1.e Provide a concluding statement or section related to the opinion presented.
- W.4.1.f With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience
- W.4.6 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

#### DPI Resources

L4.6

<https://drive.google.com/file/d/1WdrAvHqt1ByPuVX7IrSUuHYINxe4JFYB/view?usp=sharing>

W.4.5 <https://drive.google.com/file/d/1CQ2fF6Em2tCV-2udfvPdp0ZQvqh5cU/view?usp=sharing>

#### Remote Learning Resources (DPI)

Padlet

<https://padlet.com/>

Use for online discussion board, pose 3-5 essential questions, and have students to post articles.

#### Question Stems (DPI)

<https://drive.google.com/file/d/1QvgII2ITQCgEl6Jw8hMGq8zjlGHviOJH/view>

#### Sentence Frames (DPI)

<https://drive.google.com/file/d/1ykTXUWH90CMkWMdiF-4yfPc6fvEwq08L/view>

#### FCRR

Character

Author's  
Craft,  
Collaborative  
Discussion;  
Give a  
Presentation,  
Argument:  
Opinion  
Essay

<p><a href="https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_narrative_text_structure/45_c001_character_consideration.pdf">https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_narrative_text_structure/45_c001_character_consideration.pdf</a></p> <p>Plot  <a href="https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_narrative_text_structure/45_c005_plotting_the_plot.pdf">https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_narrative_text_structure/45_c005_plotting_the_plot.pdf</a></p> <p>Word Meaning  <a href="https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_word_meaning/45_v025_ask_a_word.pdf">https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_word_meaning/45_v025_ask_a_word.pdf</a></p>			
<p><b>Resources: HMH Module 4: Heroic Feats, NCDPI, FCRR</b></p> <ul style="list-style-type: none"> <li>• RF.4.4.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.</li> <li>• RF.4.5.b Read on-level prose and poetry</li> <li>• RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>• RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>• RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</li> <li>• RI.4.5 Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.</li> <li>• RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>• RL.4.4 Determine the meaning of words and phrases as they are used in a text, including words that affect meaning and tone</li> <li>• RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.</li> <li>• L.4.1.t Correctly use frequently confused words (such as to, two, too).</li> <li>• L.4.2.n Continue to use conventional spelling for high frequency words and other studied</li> </ul>	<p>Prose, Poetry, Details, Inferences, Summarizing Tone, Phrases. Meaning, Synonym Antonyms, Character, Dialogue, Narrative, Collaboration Central Idea, Text Structure</p>	<p>Homographs and Homophones; Prefixes sub-, fore-; Decoding: More Vowel + /r/ Sounds /ûr/, /ôr/; Spelling: More Vowel + /r/ Sounds /ûr/, /ôr/; Fluency: Phrasing, Synthesize; Text Structure; Ask and Answer Questions; Elements of Drama;</p>	<p><b>4 Weeks</b> <b>11/9-</b> <b>12/4/2020</b></p>

<p>words.</p> <ul style="list-style-type: none"> <li>• L.4.2.o Continue to use conventional spelling for adding suffixes to base words.</li> <li>• L.4.2.q Spell grade-appropriate words correctly.</li> <li>• L.4.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.</li> <li>• L.4.5.c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</li> <li>• L.4.1.o Produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences.</li> <li>• SL.4.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>• W.4.3.b Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally</li> <li>• W.4.3.c Use dialogue and description to develop experiences and events or show the responses of characters to situations</li> <li>• W.4.3.d Use a variety of transitional words and phrases to manage the sequence of events.</li> <li>• W.4.3.e Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>• W.4.3.f Provide a conclusion that follows from the narrated experiences or events.</li> <li>• W.4.3.g With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience.</li> <li>• W.4.4 With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills.</li> <li>• W.4.6 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</li> </ul> <p>DPI Resources</p>		<p>Figurative Language; Collaborative Discussion; Evaluate and Organize Information; Narrative: Story; Synonyms and Antonyms; Suffixes –en, –ic;; Decoding: Recognize Root Words; Spelling: Adding –ed or –ing; Fluency: Reading Rate; Make Inferences; Central Idea; Text Structure; Text Structure; Author’s Purpose; Cite Sources;</p>	
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RL.4.4

<https://drive.google.com/file/d/1aoTyOdbSvOLFxpWXIHgaYHOKgXRRwuSD/view?usp=sharing>

RL.4.5

<https://drive.google.com/file/d/1rC3PvMKwTqRnbPYR4WaFVqfPM9o0aJ6I/view?usp=sharing>

L4.4

<https://drive.google.com/file/d/1eiLU73TR1ivBJAFNCei4m6HsF3AqOCHZ/view?usp=sharing>

#### Remote Learning Resources (DPI)

Edpuzzle

<https://edpuzzle.com/>

Students can record think-alouds using a specific comprehension strategy or skill to serve as an existing model that students can refer to and replay as many times as needed. Encourage students to practice the particular skill with a book of their choice. Teachers may also consider creating a response sheet they can complete on-line and/or insert specific questions throughout a lesson in Edpuzzle.

#### Question Stems (DPI)

<https://drive.google.com/file/d/1QvgII2ITQCgEl6Jw8hMGq8zjlGHviOJH/view>

#### Sentence Frames (DPI)

<https://drive.google.com/file/d/1ykTXUWH90CMkWMdiF-4yfPc6fvEwq08L/view>

#### FCRR

Phrases

[https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student\\_center\\_activities/45\\_phrases/45\\_f010\\_phrase\\_haste.pdf](https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_phrases/45_f010_phrase_haste.pdf)

Syllables

<p><a href="https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_syllable_patterns/45_ap012_syllable_map_it.pdf">https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_syllable_patterns/45_ap012_syllable_map_it.pdf</a></p> <p>Homophones  <a href="https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_variant_correspondences/45_ap001_homophone_bingo.pdf">https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_variant_correspondences/45_ap001_homophone_bingo.pdf</a></p> <p>Synonym and Antonym  <a href="https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_word_knowledge/45_v004_synonym_antonym_creations.pdf">https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_word_knowledge/45_v004_synonym_antonym_creations.pdf</a></p> <p>Words in Context  <a href="https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_words_in_context/45_v042_cloze_encounters.pdf">https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_words_in_context/45_v042_cloze_encounters.pdf</a></p> <p>Story Mapping  <a href="https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_narrative_text_structure/45_c009_story_mapping.pdf">https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_narrative_text_structure/45_c009_story_mapping.pdf</a></p>			
<p><b>Resources: HMH Module 5: Art Everywhere, NCDPI, FCRR</b></p> <ul style="list-style-type: none"> <li>• RF.4.4.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.</li> <li>• RF.4.5.b Read on-level prose and poetry</li> <li>• RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>• RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</li> <li>• RI.4.5 Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.</li> </ul>	<p>Syllabic patterns, Morphology, Prose/poetry, Details, Central Idea Main idea, Summarize, Evidence,</p>	<p>Shades of Meaning; Suffixes –ity, –ty; Decoding: Recognize Root Words; Spelling: Adding –ed or –ing; Fluency: Reading Rate; Ideas and Support; Ask</p>	<p><b>4 Weeks</b>  <b>12/7/2020-1/15/2021</b></p>

<ul style="list-style-type: none"> <li>• RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.</li> <li>• RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</li> <li>• RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text</li> <li>• RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.</li> <li>• L.4.1.e Use modal auxiliaries (such as may or must)</li> <li>• L.4.1.o Produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences.</li> <li>• L.4.2.o Continue to use conventional spelling for adding suffixes to base words</li> <li>• L.4.2.q Spell grade-appropriate words correctly.</li> <li>• L.4.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.</li> <li>• L.4.5 Demonstrate understanding of figurative language and nuances in word meanings.</li> <li>• L.4.5.a Explain the meaning of simple similes and metaphors in context.</li> <li>• L.4.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>• SL.4.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>• SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>• SL.4.1.c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</li> <li>• SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; adjust speech as appropriate to formal and informal discourse.</li> <li>• W.4.2.a Organize information and ideas around a topic to plan and prepare to write.</li> <li>• W.4.2.b Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aiding comprehension.</li> <li>• W.4.2.c Develop the topic with facts, definitions, concrete details, quotations, or other</li> </ul>	<p>Theme, Figurative language, Suffixes, Context Clues, Inferences, Metaphors, Similes, Word meanings</p>	<p>and Answer Questions; Text Structure; Figurative Language; Paraphrase; Shades of Meaning; Suffixes –er, –or, –ist; Decoding: Final Long e; Spelling: Final Long e; Fluency: Phrasing; Monitor and Clarify; Central Idea; Text Structure; Text and Graphic Features; Engage in Discussion; Homographs and Homophones; Prefixes un–, in–; Decoding:</p>	
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<p>information and examples related to the topic.</p> <ul style="list-style-type: none"> <li>• W.4.2.d Link ideas within categories of information using words and phrases.</li> <li>• W.4.2.f Provide a concluding statement or section related to the information or explanation presented.</li> <li>• W.4.2.g With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience.</li> <li>• W.4.4 With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills.</li> </ul>		<p>Recognize Root Words; Spelling: Changing Final y to i ; Fluency: Expression; Elements of Poetry; Figurative Language; Theme; Oral Instructions; Expository Essay</p>	
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### DPI Resources

L.4.5.a

<https://drive.google.com/file/d/1FkfjPF4eMKvxjr5YhSmNWXyKzCN4z56/view?usp=sharing>

RL.4.2

<https://drive.google.com/file/d/1rC3PvMKwTqRnbPYR4WaFVqfPM9o0aJ6I/view?usp=sharing>

### Remote Learning Resources (DPI)

Read Works

<https://www.readworks.org/>

Used as a specific comprehension strategy or skill to serve as an existing model that students can refer to and replay as many times as needed. Students can practice particular skill with a book of their choice.

### Question Stems (DPI)

<https://drive.google.com/file/d/1QvgII2ITQCgEl6Jw8hMGq8zjlGHviOJH/view>

### Sentence Frames (DPI)

<https://drive.google.com/file/d/1ykTXUWH90CMkWMdiF-4yfPc6fvEwq08L/view>

### FCRR

Choice Meanings (Words in context)

[https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student\\_center\\_activities/45\\_words\\_in\\_context/45\\_v037\\_choice\\_meanings.pdf](https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_words_in_context/45_v037_choice_meanings.pdf)

Expository Text

[https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student\\_center\\_activities/45\\_expository\\_text/45\\_v037\\_expository\\_text.pdf](https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_expository_text/45_v037_expository_text.pdf)

<p><a href="#">5_expository_text_structure/45_c022_text_structure_sort.pdf</a></p> <p>Word Parts  <a href="https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_variant_correspondences/45_ap006_word_o_matic.pdf">https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_variant_correspondences/45_ap006_word_o_matic.pdf</a></p> <p>Morphology  <a href="https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_morpheme_structures/45_ap020_root_hoot.pdf">https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_morpheme_structures/45_ap020_root_hoot.pdf</a></p> <p>Homophone  <a href="https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_word_knowledge/45_v008_homophone_puzzle.pdf">https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_word_knowledge/45_v008_homophone_puzzle.pdf</a></p> <p>Purpose  <a href="https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_text_analysis/45_c030_whats_the_purpose.pdf">https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_text_analysis/45_c030_whats_the_purpose.pdf</a></p>			
<p><b>HMH Module 6: Marvels of Nature, NCDPI, FCRR</b></p> <ul style="list-style-type: none"> <li>• RF.4.4.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.</li> <li>• RF.4.5.b Read on-level prose and poetry</li> <li>• RF.4.5.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> <li>• RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>• RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</li> <li>• RI.4.5 Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.</li> </ul>	<p>Words in Context, Prose/Poetry, Details, Inferences, Main idea, Summarizing Evidence, Word meanings, Tone, Structural</p>	<p>Reference Sources; Greek Roots auto, bio, photo, graph; Decoding: Words with /k/, /ng/, and /kw/; Spelling: Words with /k/, /ng/, and /kw/; Fluency: Accuracy and</p>	<p><b>4 Weeks</b>  <b>1/19-</b>  <b>2/12/2021</b></p>

<ul style="list-style-type: none"> <li>• RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.</li> <li>• RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text</li> <li>• RI.4.10 By the end of grade 4, read and understand informational texts within the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</li> <li>• RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>• RL.4.4 Determine the meaning of words and phrases as they are used in a text, including words that affect meaning and tone</li> <li>• RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.</li> <li>• RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</li> <li>• L.4.1.o Produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences.</li> <li>• L.4.1.q Form and use prepositional phrases.</li> <li>• L.4.2.p Continue to use spelling patterns and generalizations when writing words.</li> <li>• L.4.2.q Spell grade-appropriate words correctly.</li> <li>• L.4.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.</li> <li>• L.4.3.a Choose words and phrases to convey ideas precisely.</li> <li>• L.4.5.a Explain the meaning of simple similes and metaphors in context.</li> <li>• L.4.5.c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</li> <li>• SL.4.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>• SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or</li> </ul>	<p>Elements, Recount,</p>	<p>Self-Correction; Text and Graphic Features; Synthesize; Central Idea; Text Structure; Collaborative Discussion; Plan and Gather Information; Letter; Reference Sources; Suffixes – ness, –ment; Decoding: Words with Final /j/ and /s/; Spelling: Words with Final /j/ and /s/; Fluency: Reading Rate; Ask and Answer Questions; Text Structure; Author's</p>	
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themes; adjust speech as appropriate to formal and informal discourse.

- SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- W.4.2.a Organize information and ideas around a topic to plan and prepare to write.
- W.4.2.b Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aiding comprehension.
- W.4.2.e Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.4.2.f Provide a concluding statement or section related to the information or explanation presented.
- W.4.2.g With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience.
- W.4.4 With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills.
- W.4.6 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

#### **CROSS-CURRICULAR STANDARDS**

##### **Science**

- 4.E.2.2 Infer ideas about Earth's early environments from fossils of plants and animals that lived long ago.
- 4.E.2.3 Give examples of how the surface of the earth changes due to slow processes such as erosion and weathering, and rapid processes such as landslides, volcanic eruptions, and earthquakes.
- 4.P.3.1 Recognize the basic forms of energy (light, sound, heat, electrical, and magnetic) as the ability to cause motion or create change.

##### **DPI**

RI.5.8 <https://drive.google.com/file/d/11qxjKayiEnMSbfJ4AZHGhpEgHq->

Craft;  
Elements of  
Poetry;  
Create a  
Multimedia  
Presentation;  
Shades of  
Meaning;  
Prefix inter-  
Decoding:  
Prefixes re-,  
un-, dis-;  
Spelling:  
Prefixes re-,  
un-, dis-;  
Fluency:  
Intonation;  
Make  
Inferences;  
Ideas and  
Support;  
Simile and  
Metaphor;  
Author's  
Craft;  
Give a  
Presentation;

[00RbQ/view?usp=sharing](#)

#### Remote Learning Resources (DPI)

Abcya

<https://www.abcya.com/>

Used as a specific comprehension strategy or skill to serve as an existing model that students can refer to and replay as many times as needed. Students can practice particular skills with a book of their choice.

#### Question Stems (DPI)

<https://drive.google.com/file/d/1QvgII2ITQCgEl6Jw8hMGq8zjlGHviOJH/view>

#### Sentence Frames (DPI)

<https://drive.google.com/file/d/1ykTXUWH90CMkWMdiF-4yfPc6fvEwq08L/view>

#### FCRR

Words in Context

[https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student\\_center\\_activities/45\\_words\\_in\\_context/45\\_v036\\_up\\_with\\_words.pdf](https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_words_in_context/45_v036_up_with_words.pdf)

Text Structure

[https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student\\_center\\_activities/45\\_narrative\\_text\\_structure/45\\_c007\\_story\\_pieces.pdf](https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_narrative_text_structure/45_c007_story_pieces.pdf)

Retell

[https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student\\_center\\_activities/45\\_narrative\\_text\\_structure/45\\_c012\\_retell\\_review.pdf](https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_narrative_text_structure/45_c012_retell_review.pdf)

Details

[https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student\\_center\\_activities/45\\_expository\\_text\\_structure/45\\_c016\\_distinguishing\\_details.pdf](https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_expository_text_structure/45_c016_distinguishing_details.pdf)

<p>Innotation  <a href="https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_chunked_text/45_f012_division_decisions.pdf">https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_chunked_text/45_f012_division_decisions.pdf</a></p>			
<p><b>HMH Module 7: Trickersters and Tall Tales, NCDPI, FCRR</b></p> <ul style="list-style-type: none"> <li>• RF.4.4.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.</li> <li>• RF.4.5.b Read on-level prose and poetry</li> <li>• RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>• RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</li> <li>• RI.4.5 Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.</li> <li>• RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.</li> <li>• RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>• RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</li> <li>• RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.</li> <li>• RL.4.4 Determine the meaning of words and phrases as they are used in a text, including words that affect meaning and tone</li> <li>• RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</li> <li>• L.4.1.i Form and use comparative and superlative adjectives and accurately choose which to use — adjective or adverb.</li> <li>• L.4.1.n Use relative adverbs.</li> </ul>	<p>Details, Theme, Main Idea, Summarizing, Inferences, Word-meaning, Retell, Events, Figurative Language, Pronouns, Adverbs, Character</p>	<p>Analogies; Suffix –ion; Decoding: Suffixes –ful, –less, –ness, –ment in multisyllabic words; Spelling: Suffixes –ful, –less, –ness, –ment; Fluency: Accuracy and Self-Correction; Central Idea; Retell; Figurative Language; Characters; Adages and Proverbs; Engage in Discussion; Imaginative Story; Analogies;</p>	<p><b>4 Weeks</b>  <b>2/15-</b>  <b>3/12/2021</b></p>

- L.4.1.s Use relative pronouns.
- L.4.2.o Continue to use conventional spelling for adding suffixes to base words.
- L.4.2.p Continue to use spelling patterns and generalizations when writing words.
- L.4.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.
- L.4.5 Demonstrate understanding of figurative language and nuances in word meanings.
- L.4.5.a Explain the meaning of simple similes and metaphors in context.
- L.4.5.b Recognize and explain the meaning of common idioms, adages, and proverbs
- SL.4.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- SL.4.1.c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; adjust speech as appropriate to formal and informal discourse.
- W.4.3.b Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- W.4.3.d Use a variety of transitional words and phrases to manage the sequence of events.
- W.4.3.e Use concrete words and phrases and sensory details to convey experiences and events precisely.
- W.4.3.f Provide a conclusion that follows from the narrated experiences or events.
- W.4.3.g With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience.
- W.4.4 With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills.

**DPI**  
**(Skills Covered)**

Prefixes mis-,  
pre-, dis-;  
Decoding:  
Multisyllabic  
Words with  
VCCV  
Syllable  
Division  
Pattern;  
Spelling:  
Words with  
VCCV  
Pattern and  
Closed  
Syllables;  
Fluency:  
Expression;  
Make and  
Confirm  
Predictions;  
Theme;  
Figurative  
Language;  
Characters;  
Give a  
Presentation,  
Reference  
Sources;  
Suffixes -ity,  
-ty;  
Decoding:  
Words with  
VCV Syllable

<p><b>Remote Learning Resources (DPI)</b>  EPIC  <a href="https://www.getepic.com/">https://www.getepic.com/</a></p> <p><b>Question Stems (DPI)</b>  <a href="https://drive.google.com/file/d/1QvgII2ITQCgEl6Jw8hMGq8zjlGHviOJH/view">https://drive.google.com/file/d/1QvgII2ITQCgEl6Jw8hMGq8zjlGHviOJH/view</a></p> <p><b>Sentence Frames (DPI)</b>  <a href="https://drive.google.com/file/d/1ykTXUWH90CMkWMdiF-4yfPc6fvEwq08L/view">https://drive.google.com/file/d/1ykTXUWH90CMkWMdiF-4yfPc6fvEwq08L/view</a></p> <p><b>FCRR</b>  Story Elements  <a href="https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_narrative_text_structure/45_c008_story_element_ease.pdf">https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_narrative_text_structure/45_c008_story_element_ease.pdf</a></p> <p>Recap  <a href="https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_narrative_text_structure/45_c011_retell_recap.pdf">https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_narrative_text_structure/45_c011_retell_recap.pdf</a></p> <p>Details  <a href="https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_expository_text_structure/45_c015_detail_delight.pdf">https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_expository_text_structure/45_c015_detail_delight.pdf</a></p> <p>Inference  <a href="https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_text_analysis/45_c029_inference_innovations.pdf">https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_text_analysis/45_c029_inference_innovations.pdf</a></p>		Division Pattern; Spelling: Words with VCV Pattern, Open or Closed; Fluency: Reading Rate; Synthesize; Text and Graphic Features; Media Techniques; Literary Elements; Interpret and Analyze Media; Imaginative Story;	
<p><b>Module 8: Food for Thought, NCDPI, FCRR</b></p> <p>• RF.4.4.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and</p>	Context Purpose, Inference, Details,	Context Clues; Latin Roots port, dict;	<b>4 Weeks</b> <b>3/13-</b> <b>4/16/2021</b>



<p>out of context.</p> <ul style="list-style-type: none"> <li>• RF.4.5.b Read on-level prose and poetry</li> <li>• RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>• RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</li> <li>• RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.</li> <li>• RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text</li> <li>• RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>• RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</li> <li>• RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</li> </ul> <p>.</p> <ul style="list-style-type: none"> <li>• L.4.1.o Produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences.</li> <li>• L.4.2.h Use commas and quotations to mark direct speech and quotations from a text.</li> <li>• L.4.2.o Continue to use conventional spelling for adding suffixes to base words.</li> <li>• L.4.2.q Spell grade-appropriate words correctly.</li> <li>• L.4.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.</li> <li>• SL.4.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>• SL.4.1.c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</li> <li>• SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized</li> </ul>	<p>Evidence, Main Idea Compare/ Contrast, Connection</p>	<p>Decoding: VCCV and VCV Syllable Division Patterns; Spelling: VCCV and VCV Patterns, Open and Closed Syllables; Fluency: Phrasing; Text and Graphic Features; Monitor and Clarify; Author's Purpose; Ideas and Support; Prefixes sub-, fore-; Decoding: Words with the VCCV Syllable Division Pattern; Spelling: Words with</p>	
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<p>manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; adjust speech as appropriate to formal and informal discourse.</p> <ul style="list-style-type: none"> <li>• W.4.1.a Organize information and ideas around a topic to plan and prepare to write.</li> <li>• W.4.1.b Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</li> <li>• W.4.1.c Provide reasons that are supported by facts and details.</li> <li>• W.4.1.d Link opinion and reasons using words and phrases.</li> <li>• W.4.1.e Provide a concluding statement or section related to the opinion presented.</li> <li>• W.4.1.f With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience.</li> <li>• W.4.4 With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills.</li> <li>• W.4.6 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</li> </ul> <p><b>CROSS-CURRICULAR STANDARDS</b></p> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>• 4.L.1.3 Explain how humans can adapt their behavior to live in changing habitats (e.g., recycling wastes, establishing rain gardens, planting trees and shrubs to prevent flooding and erosion).</li> <li>• 4.L.2.1 Classify substances as food or non-food items based on their ability to provide energy and materials for survival, growth and repair of the body.</li> <li>• 4.L.2.2 Explain the role of vitamins and minerals and exercise in maintaining a healthy body.</li> </ul> <p><b>Social Studies</b></p> <ul style="list-style-type: none"> <li>• 4.E.1.2 Understand how scarcity and choice in a market economy impacts business decisions.</li> <li>• 4.E.2.1 Explain how personal financial decisions such as spending, saving and paying</li> </ul>		<p>the VCCV Pattern; Fluency: Intonation, Ask and Answer Questions; Central Idea; Ideas and Support; Make and Confirm Predictions; Text and Graphic Features; Idioms; Point of View; Oral Instruction' Organize Information; Opinion essay; Interpret and analyze media</p>	
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taxes can positively and/or negatively affect everyday life.

- 4.E.2.2 Explain how limited personal financial resources affect the choices people make based on their wants and needs.

### DPI

(Skills Covered)

### Remote Learning Resources (DPI)

#### Question Stems (DPI)

<https://drive.google.com/file/d/1QvgII2ITQCgEl6Jw8hMGq8zjlGHviOJH/view>

#### Sentence Frames (DPI)

<https://drive.google.com/file/d/1ykTXUWH90CMkWMdiF-4yfPc6fvEwq08L/view>

### FCRR

Meaning

[https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student\\_center\\_activities/45\\_words\\_in\\_context/45\\_v038\\_meaning\\_extender.pdf](https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_words_in_context/45_v038_meaning_extender.pdf)

Fluency

[https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student\\_center\\_activities/45\\_chunked\\_text/45\\_f011\\_reading\\_chunks.pdf](https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_chunked_text/45_f011_reading_chunks.pdf)

Phrasing

[https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student\\_center\\_activities/45\\_chunked\\_text/45\\_f013\\_chunk\\_it\\_up.pdf](https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_chunked_text/45_f013_chunk_it_up.pdf)

Predictions

[https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student\\_center\\_activities/45\\_chunked\\_text/45\\_f013\\_chunk\\_it\\_up.pdf](https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_chunked_text/45_f013_chunk_it_up.pdf)

<a href="#">5 monitoring for understanding/45 c035 plenty of predictions.pdf</a>			
Module 9: Global Guardians			4 weeks 4/19- 5/14/2021
Review All Skills			5/17/2021- 6/3/2021