

4th Grade ELA Pacing Guide

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Strands	Standards		# of Items	# of Score Points	Nine-wks.	Resources	Dates Taught
Writing	4.W.TTP.1	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information (includes a-f).</p> <p>a. Introduce a topic or text.</p> <p>b. Develop an opinion with reasons that are supported by facts and details.</p> <p>c. Create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p> <p>e. Link opinion and reasons using words and phrases.</p> <p>f. Apply language standards addressed in the Foundational Literacy standards.</p>			3 rd		
	4.W.TTP.2	<p>Write informative/explanatory texts to examine a topic and convey ideas and information (includes a-h).</p> <p>a. Introduce a topic.</p> <p>b. Group related information in paragraphs and sections.</p> <p>c. Include formatting, features, illustrations, and multimedia when needed to provide clarity to the reader.</p> <p>d. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>e. Provide a conclusion related to the information or explanation presented.</p> <p>f. Link ideas within categories of information using words and phrases.</p> <p>g. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>			2 nd		

		h. Apply language standards addressed in the Foundational Literacy standards.					
	4.W.TTP.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences (includes a-g). a. Orient the reader by establishing a situation, using a narrator and/or characters. b. Organize an event sequence that unfolds naturally and logically. c. Use dialogue and description to develop experiences and events or show the responses of characters to situations. d. Use a variety of transitional words and phrases to manage the sequence of events. e. Provide a conclusion that follows from the narrated experiences or events. f. Use precise words and phrases and use sensory details to convey experiences and events. g. Apply language standards addressed in the Foundational Literacy standards.			1 st		
	4.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)			1 st -4 th		
	4.W.PDW.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)			1 st -4 th		
	4.W.PDW.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate			1 st -4 th		

		with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W. 1-3.					
	4.W.RBPK.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.			2 nd ,3 rd , 4 th		
	4.W.RBPK.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize, information, and provide a list of sources.			1 st -4 th		
	4.W.RBPK.9	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 4 standards for reading.			1 st -4 th		
	4.W.RW.10	Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote fluency.			1 st -4 th		
Foundational Literacy	4.FL.SC.6	Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. (a-i) a. Use relative pronouns and relative adverbs. b. Form and use the progressive verb tenses. c. Use auxiliary verbs such as can, may, and must to clarify meaning. d. Form and use prepositional phrases. e. Produce complete sentences, recognize and correct inappropriate fragments and run-ons. f. Use correct capitalization. g. Use commas and quotation marks to mark direct speech and quotations from a text.			1 st -4 th		

		<p>h. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>i. Write several cohesive paragraphs on a topic.</p>					
	4.FL.PWR.3	<p>Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>			1 st -4 th		
	4.FL.WC.4	<p>Know and apply grade level phonics and word analysis skills when encoding words; write legibly.</p> <p>a. Spell grade-appropriate words correctly consulting references as needed.</p> <p>b. Write legibly in manuscript and cursive.</p>			1 st -4 th		
	4.FL.F.5	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.</p>			1 st -4 th		
	4.FL.VA.7a	<p>Determine 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. (Includes i-iii)</p> <p>i. Use context as a clue to the meaning of a word or phrase.</p> <p>ii. Use common, grade-</p>			1 st -4 th		

		appropriate Greek and Latin affixes and roots as clues to the meaning of a word. iii. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.					
	4.FL.VA.7b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Includes i-iii) i. Explain the meaning of simple similes and metaphors in context. ii. Recognize and explain the meaning of common idioms and proverbs. iii. Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings.			1 st - iii 2 nd – iii, i 3 rd – ii, iii, i 4 th – (i-iii)		
	4.FL.VA.7c	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.			1st-4th		
Strands	Standards		# of Items	# of Score Points	Nine-wks.	Resources	Dates Taught
Reading: Literature	4.RL.KID.1	Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in the text when drawing inferences from the text.			1 st , 2 nd , 3 rd		
	4.RL.KID.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.			1 st , 3 rd		

	4.RL.KID.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text such as a character's thoughts, words, or actions.			1 st , 2 nd , 3 rd		
	4.RL.CS.5	Explain major differences between poems, drama, and stories, and refer to the structural elements when writing or speaking about a text.			1 st , 2 nd , 3 rd		
	4.RL.CS.6	Compare and contrast the point of view from which different stories are narrated.			1 st , 2 nd , 3 rd		
	4.RL.IKI.7	Make connections between the print version of a story or drama and a visual or oral presentation of the same text.			1 st , 3 rd		
	4.RL.IKI.9	Compare and contrast the treatment of similar themes, topics, and patterns of events in stories from different cultures.			1 st , 2 nd , 3 rd		
	4.RL.CS.4	Determine the meaning of words and phrases as they are used in a text, including those that refer to significant characters and situations found in literature and history.			1 st -4 th		
	4.RL.RRTC.1 0	Read and comprehend stories and poems throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed.			1 st -4 th		
Reading: Informational Text	4.RI.KID.1	Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples when drawing inferences from the text.			1 st , 2 nd , 3 rd		
	4.RI.KID.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text			1 st , 2 nd , 3 rd , 4 th		
	4.RI.KID.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in a text.			2 nd , 4 th		
	4.RI.CS.5	Describe the overall structure of events, ideas, and concepts of information in a text or part of a text.			1 st , 2 nd , 3 rd , 4 th		

	4.RI.CS.6	Compare and contrast two accounts of the same event or topic; describe the differences in focus and the information provided.			1 st		
	4.RI.IKI.7	Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.			1 st , 2 nd , 3 rd , 4 th		
	4.RI.IKI.8	Explain how an author uses reasons and evidence to support particular points in a text.			2 nd , 4 th		
	4.RI.IKI.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.			1 st , 3 rd , 4 th		
	4.RI.CS.4	Determine the meaning of words and phrases as they are used in a text relevant to a grade 4 topic or subject area, including figurative, connotative, and technical meanings.			1 st -4 th		
	4.RI.RRTC.10	Read and comprehend stories and informational texts throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed.			1 st -4 th		
Speaking and Listening	4.SL.CC.1	Prepare for collaborative discussions on 4 th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly. (Linking Standards: FL.F.5, RL. 1-7, 9, 10, RI. 1-10, W.5-6)			1 st -4 th		
	4.SL.CC.2	Paraphrase portions of a text presented in diverse media such as visual, quantitative, and oral formats. (Linking Standards: FL.VAC.7, Reading Cornerstone Standards 1 and 10, RL/RI.7, W.8)			1 st -4 th		
	4.SL.CC.3	Identify the reasons and evidence a speaker provides to support particular points. (FL.7, RI.8, W.9b)			1 st -4 th		

	4.SL.PK1.4	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; speak clearly at an understandable pace. (RL.1,2,3, RI.1,2,3, W2-3,4,7)			1 st -4 th		
	4.SL.PK1.5	Add multimedia such as audio and visual elements to presentations when appropriate to enhance the development of main ideas or themes. (RI.7,8,9, W.6,8)			1 st -4 th		
	4.SL.PK1.6	Recognize that different situations call for formal vs. informal English, and use formal English when appropriate. (FL.6, W.4-5)			1 st -4 th		