Pacing Guide

Fourth Grade
First Quarter

English Language Arts

Vocabulary

RF
Affix
Context Clues
Decode
Expression
Morphology
Rate

RL
Details
Drama
Character
Character Traits
Connections
Event
Explicit
Narrate

RI
Author's Purpose
Chronology
Comparison
Concept
Details
Evidence
Example
Focus
Historical Fiction
Informative Text
Procedures
Quantitative

W
Action
Category
Closure
Concluding Statement
Conclusion
Descriptive Detail
Dialogue
Digital Source
Introduction
Narrative
Scaffolding
Sequence
Transition Words

L
Adage
Adjectives
Antonyms
Comma
Compound Sentence
Coordinating Conjunction
Figurative Language
Helping Verbs
Idiom
Metaphor
Modal Auxiliary
Progressive Verb Tenses
Proverb
Question Mark
References
Relative Pronoun
Simile
Verbs

SL
Collaborative Discussion
Descriptive Details
Discourse
Facts
Main Idea
Main Point
Pace
Quantitative
Recount
Theme

Recommended Texts*	Resources*

Introduction to the New ELA Pacing Guide

- Introduce 9-week content skills according to the guide
- Once a skill is mastered continue to practice it
- Continue to reinforce skills and concepts throughout the year until mastery is achieved.
- Skills may be introduced earlier than listed but not later and may be assesed at any point after introduction.
- Compare your current pace to the guide and adjust accordingly.
- Work in your PLC to become familiar with the sequence of grades above and below you.
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Grade 4 English Language Arts First Quarter

Foundational Skills	Reading: Literature	Reading: Informational Text	Writing	Language	Speaking and Listening
RF.4 c ☐ **I CAN** self-correct words by using context clues and reread as necessary.	**RL.4.1** ☐ **I CAN** identify details. **RL.4.3** ☐ **I CAN** describe a character (thoughts, words, actions) in depth in a story and drama. ☐ **I CAN** describe a setting in depth in a story and drama. **RL.4.10** ☐ **I CAN** read and comprehend fourth grade literature with support.	**RI.4.1** ☐ **I CAN** identify details and examples from text. **RI.4.3** ☐ **I CAN** explain events or procedures in a historical, scientific, or technical text, including what happened and why. **RI.4.4** ☐ **I CAN** determine the meaning of words and phrases using context clues. **RI.4.5** ☐ **I CAN** describe a comparison in a text. ☐ **I CAN** describe chronology in a text. **RI.4.8** ☐ **I CAN** determine the author's purpose. ☐ **I CAN** use evidence to support my reasoning.	**W.4.3 a** ☐ **I CAN** construct a narrative paragraph with the correct sequencing and descriptive details. ☐ **I CAN** construct a narrative essay with correct sequencing and descriptive details. ☐ **I CAN** write an introduction sentence. ☐ **I CAN** write an introduction paragraph while establishing a situation. **W.4.3 b** ☐ **I CAN** use dialogue and descriptions to develop the characters and their experiences. **W.4.3 c** ☐ **I CAN** use transition words or phrases for sequencing. **W.4.3 d** ☐ **I CAN** use descriptive language and grade level vocabulary in my writing to show experiences and events. **W.4.3 e** ☐ **I CAN** write a conclusion sentence linking to events from the narrative. ☐ **I CAN** write a conclusion paragraph linking to events from the narrative. **W.4.8** ☐ **I CAN** use information from experiences or print to help with the writing process. **W.4.9** ☐ **I CAN** describe a character's traits in depth in my writing.	**L.4.1 a** ☐ **I CAN** use relative pronouns (who, whose, whom, which, that). **L.4.1 b** ☐ **I CAN** form progressive verb tenses. ☐ **I CAN** use progressive verb tenses (I was talking. I am talking. I will be talking.) **L.4.1 c** ☐ **I CAN** use helping verbs to show different conditions. **L.4.1 d** ☐ **I CAN** order adjectives within the sentences. **L.4.2 d** ☐ **I CAN** spell grade appropriate words correctly, consulting references as needed.	**SL.4.1 a** ☐ **I CAN** build on others' ideas and express my own ideas clearly. ☐ **I CAN** come to discussions prepared to participate because I have studied appropriate materials. **SL.4.4** ☐ **I CAN** report on a topic or text using appropriate facts and descriptive details. ☐ **I CAN** tell a story using descriptive details to support the main idea or theme. ☐ **I CAN** share an experience in an organized manner. ☐ **I CAN** speak clearly, and at an understandable pace.

Vocabulary			
RF Prefixes Root Words Suffixes Syllables	**RL** Casts Conflict Descriptions Dialogue Myths Settings Solutions Stage Directions Theme Traditional Literature	**RI** Animations Diagrams Graphs Historical Text Interactive Elements Main Idea Problem Scientific Text Solution Technical Text Timelines	**W** Brainstorming Explanatory Text Opinion Organization Phrase Reasoning Transition Words **L** Punctuation Relative Adverbs **SL** Formal English Informal English Roles In Discussions

Recommended Texts*	Resources*

Pacing Guide

Fourth Grade
Second Quarter

English Language Arts

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Grade 4 English Language Arts Second Quarter

Foundational Skills	Reading: Literature	Reading: Informational Text	Writing	Language	Speaking and Listening
RF.4.3 a ☐ **I CAN** read and understand root words that also have prefixes or suffixes. ☐ **I CAN** read unfamiliar words that have more than one syllable.	**RL.4.1** ☐ **I CAN** retell a text. **RL.4.2** ☐ **I CAN** determine the theme of a story. ☐ **I CAN** determine the theme of a drama. **RL.4.3** ☐ **I CAN** describe conflict and solution in depth in a story and drama. **RL.4.5** ☐ **I CAN** talk about the structural elements of drama (casts, settings, descriptions, dialogue, stage directions). **RL.4.9** ☐ **I CAN** identify patterns of events from different cultures in stories, myths, and traditional literature. **RL.4.10** ☐ **I CAN** read and comprehend fourth grade literature with support.	**RI.4.1** ☐ **I CAN** retell a text. **RI.4.2** ☐ **I CAN** determine the main idea. ☐ **I CAN** justify and support the main idea with key details. **RI.4.3** ☐ **I CAN** explain ideas or concepts in a historical, scientific, or technical text, including what happened and why. **RI.4.5** ☐ **I CAN** describe problem and solution in a text. **RI.4.7** ☐ **I CAN** interpret information from charts, graphs, diagrams, timelines, animations, and interactive elements on Web pages. ☐ **I CAN** explain how the information contributes to an understanding of the text.	**W.4.1 a** ☐ **I CAN** write an introduction sentence to a topic. ☐ **I CAN** write an introduction paragraph to a topic. ☐ **I CAN** organize my thoughts accordingly when brainstorming. **W.4.1 b** ☐ **I CAN** support reasons with facts and details. **W.4.1 c** ☐ **I CAN** use transition words or phrases to link opinions and reasoning. **W.4.1 d** ☐ **I CAN** write a conclusion sentence linking to the opinion. ☐ **I CAN** write a conclusion paragraph linking to the opinion. **W.4.2 a** ☐ **I CAN** use paragraphs and sections within my writing.	**L.4.1 a** ☐ **I CAN** use relative adverbs (where, when, why). **L.4.2 d** ☐ **I CAN** spell grade appropriate words correctly, consulting references as needed. **L.4.3 a** ☐ **I CAN** choose interesting words and phrases to help others understand my ideas better. **L.4.3 b** ☐ **I CAN** choose punctuation to show different moods. **L.4.3 c** ☐ **I CAN** use reference materials to help me pronounce and find the meaning of key words and phrases.	**SL.4.1 b** ☐ **I CAN** carry out assigned roles in discussions. **SL.4.1 d** ☐ **I CAN** contribute my ideas in a discussion. **SL.4.6** ☐ **I CAN** determine when to appropriately use formal and informal English.

Vocabulary			
RF	**RI**	**W**	**L**
Poetry	Cause and Effect	Concrete Details	Capitalization
Prose	Compare and Contrast	Edit	Conjunction
	Firsthand Account	Evidence	Formal Language
RL	Inferences	Formatting	Informal Language
First Person	Second Hand Account	Illustrations	Prepositional Phrases
Inferences	Summarize	Introduction Sentence	
Meter		Multi-Media	**SL**
Myths		Plan	Diverse
Point Of View		Publish	Evidence
Prose		Reflection	Paraphrase
Rhythm		Research	Reasoning
Summarize		Research Project	
Third Person		Revise	
Traditional Literature			
Verse			

Recommended Texts*	Resources*

Pacing Guide

Fourth Grade
Third Quarter

English Language Arts

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Grade 4 English Language Arts Third Quarter

Foundational Skills	Reading: Literature	Reading: Informational Text	Writing	Language	Speaking and Listening
RF.4.4 b ☐**I CAN** orally read and comprehend grade level prose and poetry with expression.	**RL.4.1** ☐**I CAN** make inferences when reading. **RL.4.2** ☐**I CAN** determine the theme of a poem. ☐**I CAN** summarize a text. **RL.4.4** ☐**I CAN** determine meaning of words and phrases in a text. **RL.4.5** ☐**I CAN** talk about the structural elements of a poem (verse, rhythm, and meter). ☐ **I CAN** talk about the structural elements of prose. **RL.4.6** ☐**I CAN** determine meaning of words and phrases in a text. **RL.4.9** ☐**I CAN** compare and contrast similar themes and topics from different cultures in stories, myths, and traditional literature. **RL.4.10** ☐**I CAN** read and comprehend fourth grade literature with support.	**RI.4.1** ☐**I CAN** draw inferences. **RI.4.2** ☐**I CAN** summarize the text in my own words. **RI.4.5** ☐**I CAN** describe cause and effect in a text. **RI.4.6** ☐**I CAN** compare and contrast firsthand and secondhand accounts of the same events or topics. ☐**I CAN** describe how the focus and information is different in each account. **RI.4.9** ☐**I CAN** use multiple texts to present (write or speak) information on a specific topic.	**W.4.2 a** ☐**I CAN** write an introduction sentence to the topic and support with information (formatting, illustrations, and multimedia). ☐**I CAN** write an introduction paragraph to the topic and support with information (formatting, illustrations, and multimedia). **W.4.2 b** ☐**I CAN** develop the topic with facts, definitions, concrete details, or quotations. **W.4.2 c** ☐**I CAN** carry out transition words or phrases to link ideas together. **W.4.2 d** ☐**I CAN** use descriptive language and grade level vocabulary in my writing to illustrate experiences and events. **W.4.2 e** ☐**I CAN** write a conclusion sentence or paragraph linking to the topic. **W.4.5** ☐**I CAN** plan, revise, and edit with help from peers and adults. **W.4.6** ☐**I CAN** publish at least one page of writing in a single setting using technology. ☐**I CAN** interact and share my published writing with others using the internet and other technology. **W.4.7** ☐**I CAN** complete short research projects to help me learn about topics. **W.4.8** ☐**I CAN** take notes to help me organize the research in my writing. ☐**I CAN** provide a list of sources that I used for gathering information. **W.4.9 a** ☐**I CAN** draw evidence from literary or informational text to support reflection and research.	**L.4.1 e** ☐**I CAN** form and use prepositional phrases. **L.4.2 a** ☐**I CAN** apply correct capitalization. **L.4.2 b** ☐**I CAN** use commas and quotation marks in dialogue and when quoting text. **L.4.2 c** ☐**I CAN** correctly use a comma and conjunction when connecting to simple sentences. **L.4.2 d** ☐**I CAN** spell grade appropriate words correctly, consulting references as needed. **L.4.3 c** ☐**I CAN** decide when to use formal and informal language.	**SL.4.1 a** ☐**I CAN** use my preparation to explore new ideas about a topic during a discussion. **SL.4.1 c** ☐**I CAN** ask and respond to questions to help clarify the information discussed. **SL.4.2** ☐**I CAN** paraphrase diverse technologies or text read aloud. **SL.4.3** ☐**I CAN** identify the reasons and evidence a speaker provides to support his/her reasoning.

Vocabulary			
RL	**W**	**L**	**SL**
Compare And Contrast	Audience	Complete Sentence	Formal English
Dramas	Author's Purpose	Context Clues	Informal English
Mythology	Essay	Fragment	Roles In Discussions
Oral Presentations	Print Source	Greek Prefix	
Poems	Prompt	Greeek Roots	
Prose	Section	Greek Suffix	
	Situation	Homophones	
RI	Stamina	Latin Prefix	
History Text	Task	Latin Roots	
Science Text	Technique	Latin Suffix	
Technical Text	Temporal Word	Multi-Meaning Words	
	Thought	Run On Sentence	
	Topic		
	Writer's Purpose		

Recommended Texts*	Resources*

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Fourth Grade
Fourth Quarter

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Grade 4 English Language Arts Fourth Quarter

Foundational Skills	Reading: Literature	Reading: Informational Text	Writing	Language	Speaking and Listening
RF.4.4 a ❑ **I CAN** read and understand grade level text.	**RL.4.4** ❑ **I CAN** read mythology and describe the meaning of words to help identify the character. **RL.4.5** ❑ **I CAN** talk and write about the differences between poems, dramas, and prose. **RL.4.7** ❑ **I CAN** compare and contrast the text of a story or drama to the visual or oral presentation of the same text. **RL.4.10** ❑ **I CAN** read and comprehend fourth grade literature with support. ❑ **I CAN** read and comprehend fourth grade literature independently.	**RI.4.10** ❑ **I CAN** read informational text at grade level in history, science, and technical text. ❑ **I CAN** comprehend informational text at grade level in history, science, and technical text.	**W.4.4** ❑ **I CAN** understand the prompt and develop writing appropriately in a paragraph. ❑ **I CAN** understand the prompt and develop writing appropriately in an essay. ❑ **I CAN** produce writing with a specific topic, purpose, or audience in mind. **W.4.9** ❑ **I CAN** explain the author's purpose in my writing. **W.4.10** ❑ **I CAN** write regularly with stamina for different tasks, purposes, and audiences.	**L.4.1 f** ❑ **I CAN** produce complete sentences. ❑ **I CAN** correct fragments and run-on sentences. **L.4.1 g** ❑ **I CAN** correctly use frequently confused words (homophones). **L.4.2 d** ❑ **I CAN** spell grade appropriate words correctly, consulting references as needed. **L.4.4 a** ❑ **I CAN** determine the meanings of multiple-meaning words using context clues. **L.4.4 b** ❑ **I CAN** determine the meanings of unknown words by using what I know about common Greek and Latin prefixes, suffixes, and roots.	**SL.4.1 d** ❑ **I CAN** summarize the discussion. **SL.4.5** ❑ **I CAN** enhance presentations by adding audio and visual displays that support the main idea or themes.