

***Jasper City Schools***  
***Fourth Grade ELA Pacing Guide***  
***9.20.2018***

- Thoughtful and effective planning throughout the school year is crucial for student mastery of standards.
- Once a standard is introduced, it is understood that the standard is continuously taught and/or reviewed throughout the entire school year (e.g., explicit instruction, learning centers, IXL, ScootPad, etc.).

First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
<p><b><u>Literature:</u></b>  <b>RL.4.1</b>-Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  <b>RL.4.2</b>-Determine a theme of a story, drama, or poem from details in the text; summarize the text.  <b>RL.4.3</b>-Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).  <b>RL.4.5</b>-Explain major differences among poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.  <b>RL.4.9</b>-Compare and contrast the treatment of similar themes and topics</p>	<p><b><u>Literature:</u></b>  <b>RL.4.4</b>-Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., <i>Herculean</i>).  <b>RL.4.6</b>-Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.  <b><u>Informational Text:</u></b>  <b>RI.4.3</b>-Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.  <b>RI.4.4</b>-Determine the meaning of general academic and domain-specific words or phrases in a text</p>	<p><b><u>Literature:</u></b>  <b>RL.4.7</b>-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.  <b><u>Informational Text:</u></b>  <b>RI.4.1</b>-Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  <b>RI.4.6</b>-Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.  <b><u>Speaking and Listening:</u></b>  <b>SL.4.1c</b>- Pose and respond to</p>	<p><b><u>Speaking and Listening:</u></b>  <b>SL.4.5</b>-Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.  <b><u>Language:</u></b>  <b>L.4.3a</b>-Choose words and phrases to convey ideas precisely.  <b>L.4.3b</b>-Choose punctuation for effect.  <b>L.4.5</b>-Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  <b><u>Writing:</u></b>  <b>W.4.1c</b>-Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).  <b>W.4.2e</b>-Provide a concluding</p>

<p>(e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p><b>RL.4.10</b>-By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the Grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b><u>Informational Text:</u></b></p> <p><b>RI.4.2</b>-Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><b>RI.4.5</b>-Describe the overall structure (e.g., chronology, comparison, cause and effect, problem and solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p><b>RI.4.7</b>-Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p><b>RI.4.9</b>-Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><b><u>Foundational Skills:</u></b></p> <p><b>RF.4.3</b>-Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>relevant to a <i>Grade 4 topic or subject area</i>.</p> <p><b>RI.4.8</b>-Explain how an author uses reasons and evidence to support particular points in a text.</p> <p><b>RI.4.10</b>-By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b><u>Speaking and Listening:</u></b></p> <p><b>SL.4.3</b>-Identify the reasons and evidence a speaker provides to support particular points.</p> <p><b>SL.4.1a</b>-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.</p> <p><b><u>Language:</u></b></p> <p><b>L.4.2c</b>-Use a comma before a coordinating conjunction in a compound sentence.</p> <p><b>L.4.5a</b>- Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p> <p><b><u>Writing:</u></b></p> <p><b>W.4.1a</b>-Introduce a topic or text clearly, state an opinion, and create an organizational structure</p>	<p>specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p><b>SL.4.1d</b>-Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p><b><u>Language:</u></b></p> <p><b>L.4.1c</b>-Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p><b>L.4.1d</b>-Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p><b>L.4.1e</b>-Form and use prepositional phrases.</p> <p><b>L.4.1g</b>-Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).</p> <p><b>L.4.2b</b>-Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p><b><u>Writing:</u></b></p> <p><b>W.4.3b</b>-Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p><b>W.4.3e</b>-Provide a conclusion that follows from the narrated</p>	<p>statement or section related to the information or explanation presented.</p> <p><b>W.4.5</b>-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 the first three Language standards in Grades K-4.)</p> <p><b>W.4.6</b>-With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p><b>W.4.9</b>-Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
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<p><b>RF.4.3a</b>-Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p><b>RF.4.4</b>-Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>RF.4.4a</b>- Read on-level text with purpose and understanding.</p> <p><b>RF.4.4b</b>- Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><b>RF.4.4c</b>-Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><b><u>Speaking and Listening:</u></b></p> <p><b>SL.4.1</b>-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>Grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p><b>SL.4.1b</b>- Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p><b>SL.4.2</b>-Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>SL.4.4</b>-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</p>	<p>in which related ideas are grouped to support the writer's purpose.</p> <p><b>W.4.1b</b>-Provide reasons that are supported by facts and details.</p> <p><b>W.4.2</b>-Write informative or explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>W.4.2a</b>-Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p><b>W.4.2d</b>-Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>phrases and sensory details to convey experiences and events precisely.</p> <p><b>W.4.3c</b>-Use a variety of transitional words and phrases to manage the sequence of events.</p> <p><b>W.4.3d</b>-Use concrete words and sensory details to convey experiences and events precisely.</p> <p><b>W.4.4</b>-Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p><b>W.4.8</b>-Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and</p>	<p>experiences or events.</p> <p><b>W.4.1</b>-Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p><b>W.4.2c</b>-Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p><b>W.4.1d</b>-Provide a concluding statement or section related to the opinion presented.</p>	
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<p>clearly at an understandable pace.  <b>SL.4.6</b>-Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See Grade 4 Language standards 38 and 40 for specific expectations.)</p> <p><b>Language:</b>  <b>L.4.1</b>-Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.  <b>L.4.1a</b>-Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).  <b>L.4.1f</b>-Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons  <b>L.4.2</b>-Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.  <b>L.4.2a</b>-Use correct capitalization.  <b>L.4.2c</b>-Use a comma before a coordinating conjunction in a compound sentence.  <b>L.4.2d</b>-Spell grade-appropriate words correctly, consulting references as needed.  <b>L.4.3</b>-Use knowledge of language and its conventions when writing, speaking,</p>	<p>provide a list of sources.  <b>W.4.9a</b>-Apply <i>Grade 4 Reading standards</i> to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]").</p>		
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<p>reading, or listening.</p> <p><b>L.4.3c</b>-Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p> <p><b>L.4.4</b>-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p> <p><b>L.4.4a</b>-Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p><b>L.4.4c</b>-Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p><b>L.4.5b</b>-Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p><b>L.4.5c</b>-Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p><b>L.4.6</b>-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 (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i></p>			
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when discussing animal preservation).

**Writing:**

**W.4.2b**-Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

**W.4.3**-Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**W.4.3a**-Orient the reader by establishing a situation and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally.

**W.4.7**-Conduct short research projects that build knowledge through investigation of different aspects of a topic.

**W.4.9b** -Apply *Grade 4 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

**W.4.10**-Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences.

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## **Power Standards\***

### **Literature:**

**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.

**RL.4.2-**Determine a theme of a story, drama, or poem from details in the text; summarize the text.

**RL.4.3-**Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

**RL.4.4-**Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., *Herculean*).

**RL.4.5-**Explain major differences among poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

**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.

**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.

**RL.4.9-**Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

**RL.4.10-**By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the Grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### **Informational Text:**

**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.

**RI.4.2-**Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**RI.4.3-**Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

**RI.4.4-**Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *Grade 4 topic or subject area*.

**RI.4.5-**Describe the overall structure (e.g., chronology, comparison, cause and effect, problem and solution) of events, ideas, concepts, or information in a text or part of a text.

**RI.4.6-**Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

**RI.4.7-**Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

**RI.4.8-**Explain how an author uses reasons and evidence to support particular points in a text.

**RI.4.9-**Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

**RI.4.10-**By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### **Foundational Skills:**

**RF.4.3-**Know and apply grade-level phonics and word analysis skills in decoding words.

**RF.4.3a-**Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

**RF.4.4-**Read with sufficient accuracy and fluency to support comprehension.

**RF.4.4a-**Read on-level text with purpose and understanding.

**RF.4.4b-**Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

**RF.4.4c-**Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### **Speaking and Listening:**

**SL.4.1-**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *Grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

**SL.4.2-**Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL.4.3-**Identify the reasons and evidence a speaker provides to support particular points.

**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; speak clearly at an understandable pace.

**SL.4.6-**Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See Grade 4 Language standards 38 and 40 for specific expectations.)

### **Language:**

**L.4.1-**Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

**L.4.2-**Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

**L.4.3-**Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**L.4.4** -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.

**L.4.5**-Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L.4.6**-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 (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation).

**Writing:**

**W.4.4**-Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 22-24 above.)

**W.4.5**-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 the first three Language standards in Grades K-4.)

**W.4.6**-With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

**W.4.7**-Conduct short research projects that build knowledge through investigation of different aspects of a topic.

**W.4.8**-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.

**W.4.9**-Draw evidence from literary or informational texts to support analysis, reflection, and research.

**W.4.10**-Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences.

\*The standards that are essential for student grade-level success. They represent those standards teachers will spend the most time emphasizing.