

Common Core Standards Pacing Guide
Fourth Grade English/Language Arts
Pacing Guide
1st Nine Weeks

Key: Objectives in **bold** to be assessed after the current nine weeks
Objectives in *italics* to be assessed in a later grading period
Objectives in normal font are maintained from the previous nine weeks

Common Core State Standards for ELA (Outcome Based)	Objective/skill (DOK)	“I Can” Statements (Knowledge & Skills)	Curriculum Materials & Resources/Comments	Vocabulary, Signs, & Symbols	Assessment
R.L. 4.1* Refer to details and examples in a text when explaining what the text says explicitly <i>and when drawing inferences from the text.</i>	2b1 2b3	I can identify key details in a text. I can list examples of key details in text. I can explain the difference between stated information (explicit) and suggested information (inferred). I can explain how details from the text support making inferences. I can give examples from the text to support making inferences. I can use real-life experiences to predict outcomes.		Explicit Inference(infer) Predict Character Details Event Explicit Text	
R.L. 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).	2d	I can identify a character in a story. I can identify the setting of a story. I can identify and sequence events in a story. I can describe specific details about a character based on evidence from the text.		Character Character trait Details Drama Event Setting Text Writer’s	
R.L.4.4 Determine the meaning of words and phrases as they are used in a text, <i>including those that allude to significant characters found in Mythology (e.g. Herculean).</i>	1c 1g	I can determine the meaning of words and phrases using various strategies. I can recognize words and phrases in text that refer to mythology. I can use my knowledge of mythology to determine the meaning of words and phrases in a text.		Mythology/myth Context Infer/inferences Reference Phrase Root word- Latin & Greek text	

R.L.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.	2d	I can identify a story or drama in text visually (movie, video, live performance), and orally. (i.e. storytelling) I can connect the written text of a story to the visual or oral presentation that I see or hear. (EX. play, movie, etc.) I can identify where a text gives specific descriptions and directions that a visual or oral presentation uses.		Compare/contrast Connection Description Drama Illustration Oral presentation Reflect Stage directions Supporting detail Text Text feature i.e. title Version Visual display/visual presentation	
R.I.4.1* Refer to details and examples in a text when explaining what the text says explicitly and when drawing <i>inferences from the text</i> .	2b1 2b3	I can explain the difference between information stated in the text and information inferred from the text. I can refer to precise examples when explaining details in a text. I can refer to precise examples when drawing inferences from the text.		Article Details Evidence Explicit Informational/informati ve text Supporting details Text feature i.e. title	
R.I.4.2* Determine the main idea of a text and explain how it is supported by key details; summarize the text.	2b2 2b4 2c	I can identify the main idea of a text. I can explain how details in the text support the main idea. I can summarize the text using supporting details.		Key detail/idea Main idea Summarize Supporting detail text	

R.L.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).	1c	<p>I can locate unfamiliar words and phrases found in grade 4 informational text.</p> <p>I can use context clues that give meaning to unfamiliar words and phrases found in grade 4 informational texts.</p> <p>I can use reference materials (dictionary, thesaurus, glossary, internet, teacher, or peers) to determine meanings to unfamiliar words and phrases.</p>		<p>Context</p> <p>Definition</p> <p>Glossary</p> <p>Paragraph</p> <p>Phrases</p> <p>text</p>	
R.F. 4.3 Know and apply grade-level phonics and word analysis skills and decoding. a. 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.	1a 1b	<p>I can use letters/sound relationships and syllabication patterns in order to pronounce words in text or alone.</p> <p>I can use roots and affixes in order to pronounce words in text or alone.</p> <p>I can memorize syllabication rules and apply these rules to grade-level words.</p> <p>I can identify roots and affixes in multi-syllabic words.</p> <p>I can determine meanings of words by using knowledge of affixes.</p>		<p>Affix</p> <p>Context</p> <p>Decode</p> <p>Morphology</p> <p>Multi-syllabic word</p> <p>Phonics</p> <p>Root word</p> <p>Syllabication pattern</p>	
R.F. 4.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. <i>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</i> c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	1e	<p>I can read and understand on-level text for a purpose.</p> <p>I can read 4th grade level prose and poetry orally, with accuracy, rate and expression.</p> <p>I can read on-level text and recognize unfamiliar words.</p> <p>I can use context clues to determine the meaning of unfamiliar words.</p> <p>I can decide when I need to re-read a text to get a deeper understanding of what the text is about.</p>		<p>Accuracy</p> <p>Comprehension</p> <p>Context</p> <p>Expression</p> <p>Fluency</p> <p>Poem/poetry</p> <p>Prose</p> <p>Purpose</p> <p>rate</p>	
S.L. 4.1 Engage effectively in a range of collaborative discussion (one-on-one, in groups, and teacher led) with diverse partners on grade four topics and texts, building on others ideas and expressing their own clearly. 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. b. Follow agreed-upon rules for discussions and 3carry out assigned roles.	3f1 3f2	<p>I can read and study my topic.</p> <p>I can discuss my topic with confidence with a peer, peers, or my teacher.</p> <p>I can follow the rules and carry out my assigned parts during a discussion.</p> <p>I can ask and answer questions during a discussion.</p> <p>I can explain the ideas of a discussion.</p>		<p>Collaborative discussion</p> <p>Connection</p> <p>Explicit</p> <p>Explain</p> <p>Key idea</p> <p>Idea</p> <p>Summarize</p> <p>Text</p> <p>topics</p>	

<p><i>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.</i></p> <p><i>d. Review the key ideas expressed and explained their own ideas and understanding in light of the discussion.</i></p>					
<p>L 4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><i>a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why)</i></p> <p><i>b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</i></p> <p><i>c. Use modal auxiliaries (e.g., can, may must) to convey various conditions.</i></p> <p>d. Order adjective within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p><i>e. Form and use prepositional phrases.</i></p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p><i>g. Correctly use frequently confused words (e.g., to, too, two; there, their)</i></p>	4a8 4a10 4a6	<p>I can identify and use relative pronouns.</p> <p>I can identify and use relative adverbs.</p> <p>I can identify and use progressive verbs.</p> <p>I can identify and use modal auxiliary verbs.</p> <p>I can arrange adjectives within sentences in the conventional order.</p> <p>I can identify prepositions and prepositional phrases.</p> <p>I can create a sentence that includes a prepositional phrase.</p> <p>I can identify sentence fragments.</p> <p>I can identify and create complete sentences.</p> <p>I can identify words that sound the same, but spelled differently.</p> <p>I can determine which frequently confused words to use in a sentence.</p> <p>I can use frequently confused words correctly when writing.</p>		Adjective Adverb Fragment Modal auxiliary Prepositional phrase Progressive verb tense Relative adverb Relative pronoun Run-on sentence	
<p>L 4.2 Demonstrate command of the convention of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p><i>b. Use commas and quotation marks to mark direct speech and quotations from a text.</i></p> <p><i>c. Use a comma before a coordinating conjunction in a compound sentence.</i></p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p>	4b1	<p>I can use correct capitalization when writing.</p> <p>I can apply commas and quotation marks correctly when revising text.</p> <p>I can use a comma before a coordinating conjunction in a compound sentence.</p> <p>I can spell fourth grade words correctly, using references when needed.</p>		Capitalization Comma Compound sentence Coordinating conjunction Punctuation Quotation marks Reference material	

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)	1c	I can use fourth grade words and phrases to express actions, emotions, and states of being and that are basic to a particular topic.		Action Phrases State of being topic	
W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize and event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	3c 2c	I can compose a personal narrative (real or imaginary) with detailed descriptions of characters. I can compose a personal narrative with a clear beginning, middle, and end using transitional words. I can write conversation to help show how characters respond to situations. I can use words and phrases that help the reader form mental images (vivid language) as they read my story. I can write a conclusion that ends my story.		Character Conclusion Concrete detail Description Dialogue Event Narrative Narrator Phrase Sensory detail Sequence Sequence of events Technique Transitional word/phrase	
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 1-3 above	3a	I can compose and organize writing for a particular audience/reason using clear language while staying on topic.		Audience Purpose Task Writing process Writing style	
W.4.5 With guidance and support from peers and adults develop and strengthen writing as needed by planning, revising, and editing.	3a	I can add, delete, or rearrange the order of my sentences to make sure that my writing is organized and clear. I can use my knowledge of grammar, punctuation, capitalization, and spelling to correct mistakes in my writing.		Edit Graphic organizer Plan revise	

Fourth Grade English/Language Arts
Pacing Guide
2nd Nine Weeks

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Common Core State Standards for ELA (Outcome Based)	Objective/skill (DOK)	“I Can” Statements (Knowledge & Skills)	Curriculum Materials & Resources/Comments	Vocabulary, Signs, & Symbols	Assessment
R.L. 4.2 *Determine a theme of a story, drama, or poem from details in the text; summarize the text.	2b 2c	<p>I can use details from the text to determine the theme of a poem.</p> <p>I can define the theme of a poem.</p> <p>I can summarize key ideas of a poem.</p> <p>I can use details from the text to determine the theme of a story.</p> <p>I can use details from the text to determine the theme in a drama.</p> <p>I can define the theme of a story.</p> <p>I can define the theme of a drama.</p> <p>I can summarize key ideas of a story</p> <p>I can summarize key ideas of a drama.</p>		<p>Summarize</p> <p>Theme</p> <p>Details</p> <p>Drama</p> <p>Poems/poetry</p> <p>Sequence</p> <p>Sequence of events</p> <p>Text</p>	
R.L.4.4 Determine the meaning of words and phrases as they are used in a text, <i>including those that allude to significant characters found in Mythology (e.g. Herculean).</i>		<p>I can determine the meaning of words and phrases using various strategies.</p> <p>I can recognize words and phrases in text that refer to mythology.</p> <p>I can use my knowledge of mythology to determine the meaning of words and phrases in a text.</p>		<p>Mythology/myth</p> <p>Context</p> <p>Infer/inferences</p> <p>Reference</p> <p>Phrase</p> <p>Root word- Latin & Greek</p> <p>text</p>	

R.I.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.	2b	I can explain events, procedures, ideas, and concepts in an informational text. I can apply concepts in informational text to explain what happened and why. I can identify the cause/effect relationship with a historical, scientific, or technical text.		Article Concept Events Historical text Idea Procedure Scientific text Sequence Supporting detail Technical text	
R.I.4.5* Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part or a text.	2a	I can define : <ul style="list-style-type: none">• Chronological order (time order).• Comparison• Cause/effect• Problem/solution I can decide which overall structure is used in informational text.(e.g., chronology, comparison, cause/effect, problem/solution.)		Cause/effect Chronology Compare Concept Event Ideas Informational text Problem/solution Structure text	
R.I.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.	2a	I can examine the charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages and discuss how it helps me to understand the text. I can interpret the charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages and relate them to my understanding of the text.		Animation Chart Diagram Graph Oral presentation Quantitative Time line Visual display	

<p>R.F. 4.3 Know and apply grade-level phonics and word analysis skills and decoding.</p> <p>a. 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>	1a 1b	<p>I can use letters/sound relationships and syllabication patterns in order to pronounce words in text or alone.</p> <p>I can use roots and affixes in order to pronounce words in text or alone.</p> <p>I can memorize syllabication rules and apply these rules to grade-level words.</p> <p>I can identify roots and affixes in multi-syllabic words.</p> <p>I can determine meanings of words by using knowledge of affixes.</p>		<p>Affix</p> <p>Context</p> <p>Decode</p> <p>Morphology</p> <p>Multi-syllabic word</p> <p>Phonics</p> <p>Root word</p> <p>Syllabication pattern</p>	
<p>R.F. 4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p><i>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</i></p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	1e	<p>I can read and understand on-level text for a purpose.</p> <p>I can read 4th grade level prose and poetry orally, with accuracy, rate and expression.</p> <p>I can read on-level text and recognize unfamiliar words.</p> <p>I can use context clues to determine the meaning of unfamiliar words.</p> <p>I can decide when I need to re-read a text to get a deeper understanding of what the text is about.</p>		<p>Accuracy</p> <p>Comprehension</p> <p>Context</p> <p>Expression</p> <p>Fluency</p> <p>Poem/poetry</p> <p>Prose</p> <p>Purpose</p> <p>rate</p>	
<p>S.L. 4.1 Engage effectively in a range of collaborative discussion (one-on-one, in groups, and teacher led) with diverse partners on grade four topics and texts, building on others ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared having read or studied required material; <i>explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</i></p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>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.</p> <p><i>d. Review the key ideas expressed and explained their own ideas and understanding in light of the discussion.</i></p>	3f 3f1 3f3	<p>I can read and study my topic.</p> <p>I can discuss my topic with confidence with a peer, peers, or my teacher.</p> <p>I can follow the rules and carry out my assigned parts during a discussion.</p> <p>I can ask and answer questions during a discussion.</p> <p>I can explain the ideas of a discussion.</p>		<p>Collaborative discussion</p> <p>Connection</p> <p>Explicit</p> <p>Explain</p> <p>Key idea</p> <p>Idea</p> <p>Summarize</p> <p>Text</p> <p>topics</p>	

S.L. 4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	2c 3f	I can paraphrase information from a text presented to me in a variety of ways.		Diverse format Diverse media Paraphrase Quantitative Oral presentation Visual display	
S.L. 4.3 Identify the reasons and evidence a speaker provides to support particular points.	2b	I can listen to a speaker. I can recognize the reasons and facts the speaker provides on a topic.		Evidence reason	
S.L. 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.	4	I can speak correct English when presenting to an audience. I can speak informally when working in a group.		Context Formal English Ideas Informal discourse Situation Task	
L 4.2 Demonstrate command of the convention of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. <i>c. Use a comma before a coordinating conjunction in a compound sentence.</i> d. Spell grade-appropriate words correctly, consulting references as needed.	4b	I can use correct capitalization when writing. I can apply commas and quotation marks correctly when revising text. I can use a comma before a coordinating conjunction in a compound sentence. I can spell fourth grade words correctly, using references when needed.		Capitalization Comma Compound sentence Coordinating conjunction Punctuation Quotation marks Reference material	
L 4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion)	4b 1c	I can use words and phrases to express my ideas when writing, speaking, reading, or listening. I can use correct punctuation when writing to show different effects. I can speak correct English when presenting to an audience. I can speak informally when working in a group.		Context Formal English Ideas Informal discourse Phrase Punctuation	

<p>L 4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade four reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph)</p> <p>c. 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>1b 1c 1e 1g</p>	<p>I can use context clues to figure out the meanings of unfamiliar words or phrases.</p> <p>I can identify Greek and Latin affixes and roots.</p> <p>I can use Greek and Latin affixes and roots as clues to determine the meanings of words.</p> <p>I can use a dictionary/glossary (print or digital) to pronounce words and determine the meaning of key words and phrases.</p> <p>I can use a thesaurus to clarify the meaning of key words and phrases.</p>		<p>Affix Context Definition Dictionary Digital source Glossary Morphology-Greek & Latin roots Multiple-meaning word/phrase Phrase Print source Reference material Root word Text Thesaurus</p>	
<p>L 4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. <i>Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</i></p> <p>b. <i>Recognize and explain the meaning of common idioms, adages, and proverbs.</i></p> <p>c. Demonstrate understanding of words by relating them to their opposites(antonyms) and to words with similar but not identical meanings (synonyms)</p>	<p>1d 1e</p>	<p>I can identify a simile and tell in my own words what it means in context.</p> <p>I can identify a metaphor and tell in my own words what it means in context.</p> <p>I can identify an idiom and tell in my own words what it means in context.</p> <p>I can identify adages and proverbs and tell in my own words what it means in context.</p> <p>I can define and identify antonyms.</p> <p>I can apply understanding of antonyms by relating them to words that are the opposite.</p> <p>I can define and identify synonyms.</p> <p>I can apply understanding of synonyms by relating them to words that have similar, but not identical meanings.</p>		<p>Adage Antonym Context Figurative language Idiom Metaphor Nuance Proverb Simile Synonym Word relationship</p>	
<p>W.4.2 Write informative/explanatory text to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings) , illustrations and multimedia when useful to reading comprehension.</p> <p>b. Develop a topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>	<p>3d 3b 2c 1c</p>	<p>I can write to explain my informational topic by including informational features and multimedia to help readers to understand my topic.</p> <p>I can group related information with facts, definitions, concrete details, quotations, or other information and examples to explain my topic.</p> <p>I can connect my ideas by using words and phrases(e.g., another, for example, also, because).</p>		<p>Concluding statement/section Concrete detail Definition Explain Fact Format Illustration Inform</p>	

c. Link ideas with categories of information using words and phrases.(e.g., another , for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.		I can use words related to my topic to describe my subject. I can write a conclusion related to my informational topic.		Informative/explanatory text Multimedia Paragraph Quotation section	
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 1-3 above)	3a	I can compose and organize writing for a particular audience/reason using clear language while staying on topic.		Audience Purpose Task Writing process Writing style	
W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	3a	I can add, delete, or rearrange the order of my sentences to make sure that my writing is organized and clear. I can use my knowledge of grammar, punctuation, capitalization, and spelling to correct mistakes in my writing.		Edit Graphic organizer Plan revise	
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 wit others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in single setting.	3a	I can use different computer programs to write with the help of my teacher. I can use different computer programs to work with others to create a written piece with the help of my teacher. I can type a one-page (document) report at one time.		Collaborative discussion Publish Technology Word processing	
W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	3f	I can research a topic to build knowledge and demonstrate understanding of the subject. I can create a report using my research findings.		Detail Graphic organizer Research text	
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.	3f	I can select a topic related to a personal experience. I can find other information about my experience or event. Gather and organize information about my experience from print and digital sources. I can cite sources used for my report.		Digital source Graphic organizer Print source	

Fourth Grade English/Language Arts
Pacing Guide
3rd Nine Weeks

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Common Core State Standards for ELA (Outcome Based)	Objective/skill (DOK)	"I Can" Statements (Knowledge & Skills)	Curriculum Materials & Resources/Comments	Vocabulary, Signs, & Symbols	Assessment
R.L. 4.1* Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	2b	I can identify key details in a text. I can list examples of key details in text. I can explain the difference between stated information (explicit) and suggested information (inferred). I can explain how details from the text support making inferences. I can give examples from the text to support making inferences. I can use real-life experiences to predict outcomes.		Explicit Inference(infer) Predict Character Details Event Explicit Text	
R.L. 4.2 * Determine a theme of a story, drama, or poem from details in the text; summarize the text.	2b 2c	I can use details from the text to determine the theme of a poem. I can define the theme of a poem. I can summarize key ideas of a poem. I can use details from the text to determine the theme of a story. I can use details from the text to determine the theme in a drama. I can define the theme of a story. I can define the theme of a drama. I can summarize key ideas of a story I can summarize key ideas of a drama.		Summarize Theme Details Drama Poems/poetry Sequence Sequence of events Text	

R.L.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).	2d	I can determine the meaning of words and phrases using various strategies. I can recognize words and phrases in text that refer to mythology. I can use my knowledge of mythology to determine the meaning of words and phrases in a text.		Mythology/myth Context Infer/inferences Reference Phrase Root word- Latin & Greek text	
R.L.4.5 Explain major differences between poems, drama, 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.	2a 3c	I can compare/contrast poems, drama and prose. I can give examples and refer to the structural elements of poems when speaking or writing about text.(This means I know a poem has verse, meter, and sometimes rhyme. I can give examples and refer to the structural elements of drama when speaking or writing about text. (This means I know a drama has characters, setting, dialogue, and stage directions. I can give examples and refer to the structural elements of prose when speaking or writing about text. (This means I know prose has characters, setting, descriptions, and dialogue. I can identify and explain the characteristics of first-person point of view in passages. I can identify and explain the characteristics of third-person point of view in passages. I can compare/contrast the differences between the first and third-person point of view in a story. I can define narrator, point of view, first and third person point of view.		Compare/contrast Poem/poetry Rhyme Prose Drama Dialect Verse Meter Cast Character Dialogue Rhythm Setting Stage direction Text	

R.L.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narrations.	2d	I can identify and explain the characteristics of first-person point of view in passages. I can identify and explain the characteristics of third-person point of view in passages. I can compare/contrast the differences between the first and third-person point of view in a story. I can define narrator, point of view, first and third person point of view.		First-person Third-person Point of view Narrator Narrate Contrast Compare character	
R.L.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.	2b	I can compare/contrast similar themes in: <ul style="list-style-type: none">• stories• myths• traditional literature from different cultures I can compare/contrast topics in: <ul style="list-style-type: none">• stories• myths• traditional literature from different cultures I can compare/contrast patterns of events in: <ul style="list-style-type: none">• stories• myths• traditional literature in different cultures		Character Compare Contrast Myth Story Text Theme Topic Traditional literature	
R.I.4.1* Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	2b	I can explain the difference between information stated in the text and information inferred from the text. I can refer to precise examples when explaining details in a text. I can refer to precise examples when drawing inferences from the text.		Article Details Evidence Explicit Informational/informative text Supporting details Text feature i.e. title	

R.I.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).		<p>I can locate unfamiliar words and phrases found in grade 4 informational text.</p> <p>I can use context clues that give meaning to unfamiliar words and phrases found in grade 4 informational text.</p> <p>I can use reference materials (dictionary, thesaurus, glossary, internet, teacher, or peers) to determine meanings to unfamiliar words and phrases.</p>		<p>Context</p> <p>Definition</p> <p>Glossary</p> <p>Paragraph</p> <p>Phrases</p> <p>text</p>	
R.I.4.5* Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part or a text.		<p>I can define :</p> <ul style="list-style-type: none"> • Chronological order (time order). • Comparison • Cause/effect • Problem/solution <p>I can decide which overall structure is used in informational text.(e.g., chronology, comparison, cause/effect, problem/solution.)</p>		<p>Cause/effect</p> <p>Chronology</p> <p>Compare</p> <p>Concept</p> <p>Event</p> <p>Ideas</p> <p>Informational text</p> <p>Problem/solution</p> <p>Structure</p> <p>text</p>	
R.I.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.	2d	<p>I can determine narrator’s point of view.</p> <p>I can recognize the difference between firsthand account and secondhand account in informational text.</p> <p>I can compare/contrast a firsthand account and secondhand account of the same story.</p>		<p>Compare</p> <p>Contrast</p> <p>Event</p> <p>First-hand</p> <p>Focus</p> <p>Second-hand</p> <p>topic</p>	
R.I.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.	2a	<p>I can examine the charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages and discuss how it helps me to understand the text.</p> <p>I can interpret the charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages and relate them to my understanding of the text.</p>		<p>Animation</p> <p>Chart</p> <p>Diagram</p> <p>Graph</p> <p>Oral presentation</p> <p>Quantitative</p> <p>Time line</p> <p>Visual display</p>	

R.I.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	2b	I can explain how an author uses reasons and evidence to support particular points in a text.		Author Evidence text	
R.I.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	2b	I can read two related informational texts and explain how they are related. I can combine important information from two texts to write and speak about a topic.		Cause Compare Contrast Idea Text topic	
R.F. 4.3 Know and apply grade-level phonics and word analysis skills and decoding. a. 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.	1a 1b	I can use letters/sound relationships and syllabication patterns in order to pronounce words in text or alone. I can use roots and affixes in order to pronounce words in text or alone. I can memorize syllabication rules and apply these rules to grade-level words. I can identify roots and affixes in multi-syllabic words. I can determine meanings of words by using knowledge of affixes.		Affix Context Decode Morphology Multi-syllabic word Phonics Root word Syllabication pattern	
R.F. 4.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	2	I can read and understand on-level text for a purpose. I can read 4 th grade level prose and poetry orally, with accuracy, rate and expression. I can read on-level text and recognize unfamiliar words. I can use context clues to determine the meaning of unfamiliar words. I can decide when I need to re-read a text to get a deeper understanding of what the text is about.		Accuracy Comprehension Context Expression Fluency Poem/poetry Prose Purpose rate	

<p>S.L. 4.1 Engage effectively in a range of collaborative discussion (one-on-one, in groups, and teacher led) with diverse partners on grade four topics and texts, building on others ideas and expressing their own clearly.</p> <p>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.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>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.</p> <p>d. Review the key ideas expressed and explained their own ideas and understanding in light of the discussion.</p>	3f	<p>I can read and study my topic.</p> <p>I can discuss my topic with confidence with a peer, peers, or my teacher.</p> <p>I can follow the rules and carry out my assigned parts during a discussion.</p> <p>I can ask and answer questions during a discussion.</p> <p>I can explain the ideas of a discussion.</p>		<p>Collaborative discussion</p> <p>Connection</p> <p>Explicit</p> <p>Explain</p> <p>Key idea</p> <p>Idea</p> <p>Summarize</p> <p>Text</p> <p>topics</p>	
<p>L 4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why)</p> <p>b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>c. Use modal auxiliaries (e.g., can, may must) to convey various conditions.</p> <p>d. Order adjective within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p>e. Form and use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>)</p>	4a 4c 1d	<p>I can identify and use relative pronouns.</p> <p>I can identify and use relative adverbs.</p> <p>I can identify and use progressive verbs.</p> <p>I can identify and use modal auxiliary verbs.</p> <p>I can arrange adjectives within sentences in the conventional order.</p> <p>I can identify prepositions and prepositional phrases.</p> <p>I can create a sentence that includes a prepositional phrase.</p> <p>I can identify sentence fragments.</p> <p>I can identify and create complete sentences.</p> <p>I can identify words that sound the same, but spelled differently.</p> <p>I can determine which frequently confused words to use in a sentence.</p> <p>I can use frequently confused words correctly when writing.</p>		<p>Adjective</p> <p>Adverb</p> <p>Fragment</p> <p>Modal auxiliary</p> <p>Prepositional phrase</p> <p>Progressive verb tense</p> <p>Relative adverb</p> <p>Relative pronoun</p> <p>Run-on sentence</p>	

L 4.2 Demonstrate command of the convention of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Use correct capitalization. Use commas and quotation marks to mark direct speech and quotations from a text. Use a comma before a coordinating conjunction in a compound sentence. Spell grade-appropriate words correctly, consulting references as needed. 	4b	<p>I can use correct capitalization when writing.</p> <p>I can apply commas and quotation marks correctly when revising text.</p> <p>I can use a comma before a coordinating conjunction in a compound sentence.</p> <p>I can spell fourth grade words correctly, using references when needed.</p>		Capitalization Comma Compound sentence Coordinating conjunction Punctuation Quotation marks Reference material	
L 4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. Recognize and explain the meaning of common idioms, adages, and proverbs. Demonstrate understanding of words by relating them to their opposites(antonyms) and to words with similar but not identical meanings (synonyms) 	1c 1d 1e 1f	<p>I can identify a simile and tell in my own words what it means in context.</p> <p>I can identify a metaphor and tell in my own words what it means in context.</p> <p>I can identify an idiom and tell in my own words what it means in context.</p> <p>I can identify adages and proverbs and tell in my own words what it means in context.</p> <p>I can define and identify antonyms.</p> <p>I can apply understanding of antonyms by relating them to words that are the opposite.</p> <p>I can define and identify synonyms.</p> <p>I can apply understanding of synonyms by relating them to words that have similar, but not identical meanings.</p>		Adage Antonym Context Figurative language Idiom Metaphor Nuance Proverb Simile Synonym Word relationship	
W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ol style="list-style-type: none"> 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. Provide reasons that are supported by facts and details. Link opinion and reasons using words and phrases.(e.g., for instance, in order to, in addition) Provide a concluding statement or section related to the opinion presented. 	3e	<p>I can clearly state my opinion in a topic sentence.</p> <p>I can write to introduce a topic stating my opinion.</p> <p>I can organize my ideas to support my opinion.</p> <p>I can state reasons that support why I have this opinion.</p> <p>I can use facts and details to support my reasons.</p> <p>I can connect my opinion and reasons by using key words and phrases.(transitional)</p> <p>I can write a conclusion defending my opinion.</p>		Concluding statement/section Fact Opinion Opinion piece Organizational structure Point of view Supporting detail Text Topic Writer’s purpose	

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 1-3 above)	3a	I can compose and organize writing for a particular audience/reason using clear language while staying on topic.		Audience Purpose Task Writing process Writing style	
W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	3a	I can add, delete, or rearrange the order of my sentences to make sure that my writing is organized and clear. I can use my knowledge of grammar, punctuation, capitalization, and spelling to correct mistakes in my writing.		Edit Graphic organizer Plan revise	
W. 4.9 Draw evidence from literary or informational text to support analysis, reflection, and research. a. Apply grade four reading standards to literature.(e.g., describe in depth character, setting, or event, in a story or drama, drawing on specific details in the text (e.g., explain how an author uses reasons and evidence to support particular points in a text)).	3c 3d 2c 2b	I can support my conclusions, thoughts, and findings with evidence (texts, articles, stories).		Character Character motivation Drama Event Evidence Informational/informative text Literary text Opinion piece Reflect Research Setting topic	

Common Core Standards Pacing Guide
Fourth Grade English/Language Arts
Pacing Guide
4th Nine Weeks

Key: Objectives in **bold** to be assessed after the current nine weeks
Objectives in *italics* to be assessed in a later grading period
Objectives in normal font are maintained from the previous nine weeks

Common Core State Standards for ELA (Outcome Based)	Objective/skill (DOK)	“I Can” Statements (Knowledge & Skills)	Curriculum Materials & Resources/Comments	Vocabulary, Signs, & Symbols	Assessment
R.L.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.	2	I can read and comprehend stories on or above grade level. I can read and comprehend dramas on or above grade level. I can read and comprehend poetry on or above grade level.		Comprehension Drama Literature Poem/poetry Scaffolding Text complexity	
R.I.4.10 By the end of the year; read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity	2	I can read and comprehend key ideas in an informational text at or above grade level.		Comprehension Historical text Informational/informative text Scaffolding Scientific text Technical text Text complexity	
R.F. 4.3 Know and apply grade-level phonics and word analysis skills and decoding. a. 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.	1a 1b	I can use letters/sound relationships and syllabication patterns in order to pronounce words in text or alone. I can use roots and affixes in order to pronounce words in text or alone. I can memorize syllabication rules and apply these rules to grade-level words. I can identify roots and affixes in multi-syllabic words. I can determine meanings of words by using knowledge of affixes.		Affix Context Decode Morphology Multi-syllabic word Phonics Root word Syllabication pattern	

R.F. 4.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	2	I can read and understand on-level text for a purpose. I can read 4 th grade level prose and poetry orally, with accuracy, rate and expression. I can read on-level text and recognize unfamiliar words. I can use context clues to determine the meaning of unfamiliar words. I can decide when I need to re-read a text to get a deeper understanding of what the text is about.		Accuracy Comprehension Context Expression Fluency Poem/poetry Prose Purpose rate	
S.L. 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.	2b	I can use facts and details to report on a topic orally. I can use facts and details to tell a story orally. I can use facts and details to tell about an experience orally. I can speak clearly so that listeners can understand.		Detail Fact Main idea Oral presentation Text Theme Topic	
S.L. 4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	2a	I can include audio in my presentation to support my main idea and theme. I can include a visual aid to support the main idea and theme of my presentation.		Main ideas Multimedia Presentation Theme Visual display	
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)	1c	I can use fourth grade words and phrases to express actions, emotions, and states of being and that are basic to a particular topic.		Action Phrases State of being Domain specific	
W. 4.10 Write routinely over extended time frames (time for research, reflection, revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	3	I can create a complete writing project within a single or extended period of time.		Research Reflection Purpose audience	