

Pojoaque Valley Schools

English Language Arts CCSS Pacing Guide

4th Grade

**Skills adapted from
Kentucky Department of Education
Math Deconstructed Standards
** Evidence of attainment/assessment,
Vocabulary, Knowledge, Skills and
Essential Elements adapted from
Wisconsin Department of Education and
Standards Insights Computer-Based Program*

Pojoaque Valley Schools ELA Common Core Pacing Guide Introduction

The Pojoaque Valley Schools pacing guide documents are intended to guide teachers' use of Common Core State Standards (CCSS) over the course of an instructional school year. The guides identify the **focus standards by quarter**. Teachers should understand that the **focus standards** emphasize deep instruction for that timeframe. However, because a certain quarter does not address specific standards, it should be understood that previously taught standards should be reinforced while working on the focus standards for any designated quarter. Some standards will **recur** across all quarters due to their importance and need to be addressed on an ongoing basis.

The CCSS are not intended to be a check-list of knowledge and skills but should be used as an integrated model of literacy instruction to meet end of year expectations.

The English Language Arts CCSS pacing guides contain the following elements:

- **College and Career Readiness (CCR) Anchor Standard**
- **Strand:** Identify the type of standard
- **Cluster:** Identify the sub-category of a set of standards.
- **Grade Level:** Identify the grade level of the intended standards
- **Standard:** Each grade-specific standard (as these standards are collectively referred to) corresponds to the same-numbered CCR anchor standard. Put another way, each CCR anchor standard has an accompanying grade-specific standard translating the broader CCR statement into grade-appropriate end-of-year expectations.
- **Standards Code:** Contains the strand, grade, and number (or number and letter, where applicable), so that RI.4.3, for example, stands for Reading, Informational Text, grade 4, standard 3
- **Skills and Knowledge:** Identified as subsets of the standard and appear in one or more quarters. Define the skills and knowledge embedded in the standard to meet the full intent of the standard itself.

Version 2 of the Pojoaque Valley School District Pacing guides for Reading Language Arts and Mathematics are based on the done by staff and teachers of the school district using the Kentucky model, and a synthesis of the excellent work done by Wisconsin Cooperative Educational Service Agency 7 (CESA 7) School Improvement Services, Green Bay, WI. (2010), *Standards Insight project*.

Standards Insight was developed to give educators a tool for in depth investigation of the Common Core State Standards (CCSS). The CCSS are “unpacked” or dissected, identifying specific knowledge, skills, vocabulary, understandings, and evidence of student attainment for each standard. *Standards Insight* may be used by educators to gain a thorough grasp of the CCSS or as a powerful collaborative tool supporting educator teams through the essential conversations necessary for developing shared responsibility for student attainment of all CCSS. . . . serves as a high-powered vehicle to help educators examine the standards in a variety of ways.

The Version 2 Pojoaque Valley School District Pacing guides present the standard with levels of detail and then the necessary skills by quarter based on the Kentucky model. On the second page for each standard, the synthesis of the *Standards Insight* project is presented in a way that further defines and refines the standard such that teachers may use the information to refine their teaching practices.

Based on this synthesis of work and the purpose for the unpacking, the following fields were selected as most helpful to aid in understanding of the Common Core Standards that will lead to shifts in instruction:

1. Evidence of Student Attainment: “What could students do to show attainment of the standard?”
2. Vocabulary: “What are key terms in the standard that are essential for interpretation and understanding in order for students to learn the content?”
3. Knowledge: “What does the student need to know in order to aid in attainment of this standard?”
4. Skills and Understanding: “What procedural skill(s) does the student need to demonstrate for attainment of this standard?”, and “What will students understand to attain the standard?”

The following fields are included in Version 2:

Evidence of Student Attainment: This field describes what the standard may look like in student work. Specific expectations are listed in performance terms showing what students will say or do to demonstrate attainment of the standard.

Standards Vocabulary: This field lists words and phrases specific to each standard. Shared interpretation and in depth understanding of standards vocabulary are essential for consistent instruction across and within grade levels and content areas.

Knowledge: The knowledge field lists what students will need to know in order to master each standard (facts, vocabulary, and definitions).

Skills and Understanding: The skills field identifies the procedural knowledge students apply in order to master each standard (actions, applications, strategies), as well as the overarching understanding that connects the standard, knowledge, and skills. Understandings included in *Standards Insight* synthesize ideas and have lasting value.

Instructional Achievement Level Descriptors: This field lists, by level what a teacher can expect to see in a student who achieves at a particular level. Additionally teachers can use this field to differentiate instruction to provide further growth for student's in moving from one level to another. This field can be used to provide specific teaching approaches to the standard in question.

A Note About High School Standards: The high school standards are listed in conceptual categories. Conceptual categories portray a coherent view of high school instruction that crosses traditional course boundaries. We have done everything possible, with teacher input, to link individual standards to the appropriate pacing guides,

References to Tables: References to tables within the standards in the *Standards Insight* tool refer to Tables 1-5 found in the glossary of the Mathematics Common Core State Standards document found at www.corestandards.org.

	Quarter	1	2	3	4
RL.4. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.		X	X	X	X
RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.				X	
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).		X		X	
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).		X	X	X	X
RL.4.5 Explain major differences between 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.		X		X	
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.			X		
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.			X		
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.				X	X
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.		X	X	X	X
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.		X	X	X	X
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.			X		X
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.		X			X
RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> ..		X	X	X	X
RI.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 of a text.			X		5

	Quarter	1	2	3	4
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.	X			X	
RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.			X		X
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.			X		X
RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	X	X	X	X	X
RF.4.4 Read with sufficient accuracy and fluency to support comprehension.	X	X	X	X	X
W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	X	X	X	X	X
W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.				X	
W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			X		X
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.)	X				
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 Language standards 1-3 up to and including grade 4.)	X	X	X		
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.				X	X
W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.			X		X

	Quarter	1	2	3	4
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.			X		
W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.			X	X	
W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			X	X	
SL.4.1 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.	X	X	X	X	X
SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	X	X	X	X	X
SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.			X		
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.				X	
SL.4. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	X	X			
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 1 for specific expectations.)			X		X
L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	X	X	X	X	X
L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	X	X	X	X	X
L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	X	X	X	X	X
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.	X	X	X	X	X
L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	X	X	X	X	X

<p>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., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p>	X			X
---	----------	--	--	----------

Common Core ELA Pacing Guide
4th Grade

College and Career Readiness (CCR) Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Strand: Reading Literature		Cluster: Key Ideas and Details	Grade: 4	Standard 1 (RL.4.1)
<i>Recurring</i>	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"> Identify key details and examples in a text Explain the difference between explicit and inferred information Explain how details and examples from the text support making inferences 	<ul style="list-style-type: none"> Identify key details and examples in a text Explain the difference between explicit and inferred information Explain how details and examples from the text support making inferences 	<ul style="list-style-type: none"> Identify key details and examples in a text Explain the difference between explicit and inferred information Explain how details and examples from the text support making inferences 	<ul style="list-style-type: none"> Identify key details and examples in a text Explain the difference between explicit and inferred information Explain how details and examples from the text support making inferences

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students use writing and/or speaking to:</p> <p>state explicit ideas and inferences from the text including details and examples</p>	<p>refer to</p> <p>what the text says explicitly</p> <p>drawing inferences</p> <p>text</p>	<p>Students know:</p> <p>difference between explicit information and an inference</p> <p>techniques for identifying important details during and after reading</p> <p>techniques for drawing inferences</p> <p>to refer to details and examples to support thinking</p> <p>vocabulary: explicitly, inference</p>	<p>Students understand that/are able to:</p> <p>comprehend a text explicitly and implicitly</p> <p>use original language to explain explicit ideas from a text</p> <p>draw inferences about a text</p> <p>provide details and examples from text to support inferences</p> <p>Students understand that referring to details and examples in a text supports a reader's explicit comprehension of or inferences about a text.</p>	<p>EERL.4.1. Use details from the text to recount what the text says.</p>	<p>Level IV Students will: EERL.4.1. Refer to details in recounting what the text says. Ex. After reading or listening to a text, recount the story referring to details in the text without looking back at the text or other supports. Ex. Before the teacher begins a shared reading of a familiar text, she asks the students to tell her what they remember about the book, and the students recount the text including specific details. Ex. When reading aloud, match word cards to the words that they hear and see during the reading. (e.g., <i>The Cricket in Times Square</i> – match “Chester” or “New York”; <i>The Borrowers</i> – match words for “little people,” “Clock family,” or “borrowing”), then use them to recount the story.</p> <p>Level III Students will: EERL.4.1. Use details from the text to recount what the text says. Ex. When given picture or verbal choices, select correct details from the story and then use those details in recounting the text. Ex. With the text projected on an interactive whiteboard, underline details, and then use those underlined details in recounting the text. Ex. Use sticky-note tags to identify details in text and use those tagged to recount the text.</p> <p>Level II Students will: EERL.4.1. Recount a portion of the text. Ex. After repeated reading or listening to a text, recount the end of the text. Ex. Before the teacher begins a shared reading of a familiar text, when asked to tell what they remember about the book, recount one event from the story.</p> <p>Level I Students will: EERL.4.1. Identify a detail from the text. Ex. Given an array of illustrations including some from the text and others that are not from the text, identify an illustration from the story. Ex. Given a list of details, identify a detail from the text using partner-assisted scanning (adult reads the list and student signals when a desired choice is read).</p>

Common Core ELA Pacing Guide
4th Grade

College and Career Readiness (CCR) Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.				
Strand: Reading Literature		Cluster: Key Ideas and Details	Grade: 4	Standard 2 (RL.4.2)
	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
Determine a theme of a story, drama, or poem from details in the text; summarize the text.			<p>Apply details of a text to determine the theme of a:</p> <ul style="list-style-type: none"> • story • drama • poem <p>Summarize key ideas and details for the theme of a:</p> <ul style="list-style-type: none"> • story • drama • poem 	

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students use writing and/or speaking to:</p> <p>determine a theme of a story, drama, or poem based on details in the text</p> <p>summarize the text</p>	<p>theme</p> <p>story</p> <p>drama</p> <p>poem</p> <p>details in the text</p> <p>summarize</p>	<p>Students know:</p> <p>how to summarize a text</p> <p>theme of a story, poem, or drama is conveyed through details</p> <p>vocabulary: theme, story, drama, poem, summarize</p>	<p>Students understand that/are able to:</p> <p>summarize a text</p> <p>determine a theme</p> <p>apply these concepts to stories, dramas, and poems</p> <p>Students understand that details that develop the theme of a story, drama, or poem lead to a better understanding of other perspectives and cultures.</p>	<p>EERL.4.2. Determine the main idea of a text.</p>	<p>Level IV Students will: EERL.4.2. Identify the theme of a text. Ex. After determining the main idea, identify the theme from an array of choices. Ex. Given a story that teaches a lesson like “be kind,” identify <i>kind</i> as the theme of the story.</p> <p>Level III Students will: EERL.4.2. Determine the main idea of a text. Ex. When given a text and multiple choices, identify the main idea (e.g., Dogs are fun pets.). Ex. After reading or listening to a text, state the main idea.</p> <p>Level II Students will: EERL.4.2. When given a detail, identify the central idea of a text. Ex. After reading or hearing a text, select an object or picture from choices that goes with the central idea.</p> <p>Level I Students will: EERL.4.2. Identify a word from a familiar text. Ex. After reading or listening to a text, point to a word from the text (e.g., After reading a story about dogs, point to the word <i>dog</i> or representation of a dog.). Ex. After listening to a text, point to an object that was in the story.</p>

Common Core ELA Pacing Guide
4th Grade

College and Career Readiness (CCR) Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.					
Strand: Reading Literature		Cluster: Key Ideas and Details	Grade: 4	Standard 3 (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).	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:	
	Identify the character, setting, and/or events in a story		Identify the character, setting, and/or events in a story		
	Identify specific details about: <ul style="list-style-type: none"> • characters • settings • events 		Identify specific details about: <ul style="list-style-type: none"> • characters • settings • events 		
	Describe: <ul style="list-style-type: none"> • a character's actions • a character's thoughts • the setting • events based on evidence in the text		Describe: <ul style="list-style-type: none"> • a character's actions • a character's thoughts • the setting • events based on evidence in the text		

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students use writing and/or speaking to:</p> <p>describe characters, settings, or events in-depth including specific details of the text</p>	<p>describe in depth</p> <p>character</p> <p>setting</p> <p>event</p> <p>story</p> <p>drama</p> <p>specific details</p>	<p>Students know:</p> <p>how to describe character, setting, or events based on details in the text</p> <p>vocabulary: character, setting, event, drama, specific details</p>	<p>Students understand that/are able to/Students are able to use specific details from the text to:</p> <p>describe in-depth a character</p> <p>describe in-depth a setting</p> <p>describe in-depth an event</p> <p>Students understand details in a story or drama develop characters, settings, or events and lead to a better understanding of other perspectives and cultures.</p>	<p>EERL.4.3. Use details from text to describe a character in a story.</p>	<p>Level IV Students will: EERL.4.3. Use details from text to describe multiple attributes of a character in a story. Ex. Asked to describe a character, use words like <i>tall</i> and <i>fast</i> from the story to describe the character. Ex. Using details from a story, create a character “wanted” poster with descriptors like <i>tall, old, mean</i>, etc.</p> <p>Level III Students will: EERL.4.3. Use details from text to describe a character in a story. Ex. Given the text projected on an interactive whiteboard, underline details in the text that describes the specified character. Ex. Given a list of details from the story, select the details that describe a character.</p> <p>Level II Students will: EERL.4.3. Identify the name of a character in a story. Ex. Given a description of a character from a story, identify the name of the character. Ex. Asked who is a character in a story, identify the name of one of the characters in the story.</p> <p>Level I Students will: EERL.4.3. Identify details from a familiar story. Ex. Given two or more choices, identify the detail that is from the familiar story. Ex. Identify the name of a character from a familiar story.</p>

Common Core ELA Pacing Guide
4th Grade

College and Career Readiness (CCR) Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Strand: Reading Literature	Cluster: Craft and Structure	Grade: 4	Standard 4 (RL.4.4)	
<p>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>	<p>Quarter 1:</p> <p>Recognize words and phrases:</p> <ul style="list-style-type: none"> in a text <p>Determine the meaning of words and phrases:</p> <ul style="list-style-type: none"> as they are used in a text 	<p>Quarter 2:</p> <p>Recognize words and phrases:</p> <ul style="list-style-type: none"> in a text <p>Determine the meaning of words and phrases:</p> <ul style="list-style-type: none"> as they are used in a text 	<p>Quarter 3:</p> <p>Recognize words and phrases:</p> <ul style="list-style-type: none"> in a text that allude to significant characters found in mythology, in a text <p>Know significant Greek characters and their defining characteristics</p> <p>Determine the meaning of words and phrases:</p> <ul style="list-style-type: none"> as they are used in a text that allude to significant characters found in mythology as they are used in a text 	<p>Quarter 4:</p> <p>Determine the meaning of words and phrases:</p> <ul style="list-style-type: none"> as they are used in a text

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students:</p> <p>determine the meaning of words and phrases based on how they are used in a text</p> <p>understand words that allude to characters in mythology</p>	<p>determine the meaning of words and phrases in text</p> <p>allude to significant characters found in mythology</p>	<p>Students know:</p> <p>context must be considered when determining the meaning of a word or phrase</p> <p>some words are references to significant characters from other texts</p> <p>vocabulary: allude, mythology</p>	<p>Students understand that/are able to:</p> <p>determine meaning of unfamiliar words and phrases based on how they are used in a text</p> <p>refer to background knowledge about mythology to determine the meaning of words and phrases</p> <p>Students understand the meaning of a word or phrase depends upon how it is used in a text.</p>	<p>EERL.4.4. Determine meaning of words in context.</p>	<p>Level IV Students will: EERL.4.4. Use context to determine a missing word from a sentence. Ex. Given two or more sentences with one word missing, student will use context to identify the missing word from an array of choices. Ex. Given a word in context, find a Google image or another search engine to search for an image appropriate to the meaning of the word.</p> <p>Level III Students will: EERL.4.4. Determine meaning of words in context. Ex. After reading a text, create a picture of the word or character based on descriptions in the text. Ex. Identify the words in a text that provide clues that help determine the meaning of an unknown word and use them to determine the meaning.</p> <p>Level II Students will: EERL.4.4. Identify two or more words that are related to one another. Ex. Given a word from the text, identify two or more related words from a list provided by the teacher. Ex. Create a graphic organizer showing connections between a new word found in text and other known words.</p> <p>Level I Students will: ERL.4.4. After listening to or reading a text, touch or look at a picture, object, or other symbolic representation of the word. Ex. After reading or listening to a book and an adult saying or signing a word from the text, find a picture or object that represents the word. Ex. After hearing a text about drums, touch a drum, drumstick, and other drum-related objects to demonstrate understanding of the drum-related words. Ex. Match a word from the text to a picture or object that represents the word.</p>

Common Core ELA Pacing Guide
4th Grade

College and Career Readiness (CCR) Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Strand: Reading Literature		Cluster: Craft and Structure	Grade: 4	Standard 5 (RL.4.5)
<p>Explain major differences between 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.</p>	<p>Quarter 1: Explain major differences between:</p> <ul style="list-style-type: none"> • poems • drama • prose <p>and refer to the structural elements:</p> <ul style="list-style-type: none"> • poems (e.g., verse, rhyme, meter) • drama (e.g., cast of characters, settings, descriptions, dialogue, stage directions) • prose (e.g., characters, settings, descriptions, dialogue) <p>when speaking or writing about text</p>	<p>Quarter 2:</p>	<p>Quarter 3: Explain major differences between:</p> <ul style="list-style-type: none"> • poems • drama • prose <p>and refer to the structural elements:</p> <ul style="list-style-type: none"> • poems (e.g., verse, rhyme, meter) • drama (e.g., cast of characters, settings, descriptions, dialogue, stage directions) • prose (e.g., characters, settings, descriptions, dialogue) <p>when speaking or writing about text</p>	<p>Quarter 4:</p>

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students use writing and/or speaking to:</p> <p>explain differences in the structure of poems, drama, and prose including references to appropriate structural elements</p>	<p>explain major differences</p> <p>poems</p> <p>drama</p> <p>prose</p> <p>structural elements of poems</p> <p>verse</p> <p>rhythm</p> <p>meter</p> <p>structural elements of drama</p> <p>casts of characters</p> <p>settings</p> <p>descriptions</p> <p>dialogue/stage directions</p> <p>writing or speaking about a text</p>	<p>Students know:</p> <p>structural elements of poems, dramas, and prose</p> <p>vocabulary: poem, drama, prose, verse, rhythm, meter, casts of characters, settings, descriptions, dialogue, stage directions</p>	<p>Students understand that/are able to:</p> <p>explain major differences in the structural elements of poems, dramas, and prose</p> <p>use appropriate vocabulary to refer to structural elements of a text</p> <p>Students understand that each element of a text's structure works together to create a cohesive whole.</p>	<p>EERL.4.5. Recognize a text as a story or poem.</p>	<p>Level IV Students will: EERL.4.5. Differentiate characteristics of poems and stories. Ex. Given a story and poem on the same topic (e.g., dolphins), describe how the poem and story are different. Ex. Given a list of characteristics of the structure of a story and poem, match the right characteristics with an exemplar of each.</p> <p>Level III Students will: EERL.4.5. Recognize a text as a story or poem. Ex. When presented with text, label which is a poem or a story. Ex. Using Clicker 5 software, correctly label the text as a story or poem after the software reads the text aloud. Ex. After reading a story (<i>Island of the Blue Dolphins</i>) and poem (<i>Knock at a Star: A Child's Introduction to Poetry</i>), identify each as a story or poem. Ex. Given two examples of poems or stories, place a sticky-note label on each type of text.</p> <p>Level II Students will: EERL.4.5. Recognize a poem. Ex. During or after text is read aloud, answer a yes or no question (or use two switches) about whether the text was a poem.</p> <p>Level I Students will: EERL.4.5. Identify familiar stories or poems. Ex. When asked to find a specific story, eye gazes to select the book from a field of two. Ex. When asked to help read the poem, look at the chart in the front of the group.</p>

Common Core ELA Pacing Guide
4th Grade

College and Career Readiness (CCR) Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.					
Strand: Reading Literature		Cluster: Craft and Structure	Grade: 4	Standard 6 (RL.4.6)	
	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:	
Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.		<p>Recognize first and third person narrations</p> <p>Identify point of view (including first and third person narrations) in a variety of stories</p> <p>Compare the points of view from which different stories are narrated, including first and third person narrations</p> <p>Contrast the points of view from which different stories are narrated, including first and third person narrations</p>			

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students use writing and/or speaking to:</p> <p>compare and contrast the point of view from which different stories are told</p>	<p>compare and contrast</p> <p>point of view</p> <p>stories</p> <p>narrated</p> <p>first-person narration</p> <p>third-person narration</p>	<p>Students know:</p> <p>techniques for comparing and contrasting</p> <p>difference between first- and third-person narrations</p> <p>vocabulary: compare, contrast, point of view, narration, first-person, third-person</p>	<p>Students understand that/are able to:</p> <p>compare and contrast point of view between stories</p> <p>consider the impact of narration (first- or third-person) on a story</p> <p>Students understand that the information the reader gets in a story is impacted by the style of narration.</p>	<p>EERL.4.6. Identify the narrator of a story.</p>	<p>Level IV Students will: EERL.4.6. Identify the narrator’s point of view. Ex. Recognize when a story was told by the main character or by someone who was observing the main character. Ex. Asked “Was the person telling the story about himself?,” answers yes or no.</p> <p>Level III Students will: EERL.4.6. Identify the narrator of a story. Ex. Asked “Is the boy telling the story?,” answers yes or no. Ex. Given a choice of the characters in a first-person narrative, the student accurately selects the character who was the narrator. Ex. Asked, “Is one of the characters telling the story?,” answers, “no” in a third-person narrative.</p> <p>Level II Students will: ERL.4.6. Identify the narrator in first-person narratives. Ex. Given a book with a single character who narrates the entire text, identify that character from an array of choices. Ex. After shared readings of a familiar text told by a single character in first person, identify the character who is telling the story.</p> <p>Level I Students will: EERL.4.6. Identify the narrator in a familiar text with a single character who narrates the entire text. Ex. After repeated shared readings of a familiar text about a single character, identify an illustration of the character from the text.</p>

Common Core ELA Pacing Guide
4th Grade

College and Career Readiness (CCR) Anchor Standard 7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*				
Strand: Reading Literature		Cluster: Integration of Knowledge and Ideas	Grade: 4	Standard 7 (RL.4.7)
	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
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.		Identify: <ul style="list-style-type: none"> • story • drama in text, visually, and orally Identify descriptions in a story or drama: <ul style="list-style-type: none"> • in text • visually and orally Recognize stage directions in a story / drama both in text and a visual/oral presentation Connect the text of a story or drama to the text of a visual or oral presentation recognizing the descriptions and direction in each version		

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students use writing and/or speaking to:</p> <p>identify how specific descriptions or directions from a story or drama are represented in a visual or oral presentation of the text</p>	<p>make connections</p> <p>text of a story or drama</p> <p>visual or oral presentation of a text</p> <p>where each version reflects specific descriptions and directions</p>	<p>Students know:</p> <p>visual or oral presentation of a text sometimes differs from its written version</p> <p>techniques for tracking similarities and differences between text of a story or drama and a visual or oral presentation of it</p> <p>vocabulary: connections, drama, visual presentation, oral presentation, reflects</p>	<p>Students understand that/are able to:</p> <p>compare and contrast a written drama or story to a visual or oral presentation of it</p> <p>identify where and how specific descriptions and directions in the text influence the visual or oral presentation of it</p> <p>support thinking with examples from the text</p> <p>Students understand that the impact of a story or drama is influenced by the mode in which it is presented.</p>	<p>EERL.4.7. Make connections between text and visual or oral presentations.</p>	<p>Level IV Students will: EERL.4.7. Identify similarities and differences between different representations of a story. Ex. Shown a video of a story that they have read, use a multiple message voice output device to identify both similarities and differences in the two representations. Ex. After reading or listening to someone read a text-based version of the story, identify one or more ways that the video-based version of the story is the same and different from the book.</p> <p>Level III Students will: EERL.4.7. Make connections between text and visual or oral presentations. Ex. Shown a video of a story that has been read to them, indicate that the two are the same story. Ex. After reading or listening to someone read a text-based version of the story, identify one or more ways that the video-based version of the story is the same.</p> <p>Level II Students will: EERL.4.7. Identify the text-based version of the story that matches the visual or oral presentation. Ex. After watching a video-based presentation of a familiar story, select the matching text from an array of choices.</p> <p>Level I Students will: EERL.4.7. Communicate a preference for the text-based or visual or oral presentation of a story. Ex. After watching a play based on a familiar book, indicate preference for the book or the play version.</p>

Common Core ELA Pacing Guide
4th Grade

College and Career Readiness (CCR) Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Strand: Reading Literature		Cluster: Integration of Knowledge and Ideas	Grade: 4	Standard 9 (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.	Quarter 1:	Quarter 2:	<p>Quarter 3: Identify specific details that describe:</p> <ul style="list-style-type: none"> • themes • topics • patterns of events <p>in stories, myths, or traditional literature from different cultures</p> <p>Identify similarities and differences of two or more:</p> <ul style="list-style-type: none"> • themes • topics • patterns of events <p>in stories, myths, or traditional literature from different cultures</p> <p>Identify and apply key features for comparing and contrasting two of more :</p> <ul style="list-style-type: none"> • themes • topics • patterns of events <p>in stories, myths, or traditional literature from different cultures</p>	<p>Quarter 4: Identify similarities and differences of two or more:</p> <ul style="list-style-type: none"> • themes • topics • patterns of events <p>in stories, myths, or traditional literature from different cultures</p>

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students use writing and/or speaking to:</p> <p>compare and contrast similar themes, topics, and events in literature from different cultures</p>	<p>compare</p> <p>contrast</p> <p>treatment of similar themes and topics</p> <p>patterns of events</p> <p>stories</p> <p>myths</p> <p>traditional literature</p> <p>different cultures</p>	<p>Students know:</p> <p>techniques for comparing and contrasting</p> <p>common themes and topics in literature</p> <p>common patterns of events in literature</p> <p>literature is impacted by culture</p> <p>vocabulary: theme, topic, patterns of events, compare, contrast, myths, traditional literature, cultures, similar</p>	<p>Students understand that/are able to read stories, myths, and traditional literature from different cultures to compare and contrast:</p> <p>treatment of similar themes</p> <p>treatment of similar topics</p> <p>patterns of events</p> <p>Students understand that stories include universal themes and struggles to help the reader understand other perspectives and cultures.</p>	<p>EERL.4.9. Compare and contrast two stories, myths, or texts from different cultures.</p>	<p>Level IV Students will: EERL.4.9. Compare and contrast two stories, myths, or texts from different cultures that address the same topic. Ex. Answers, “What is the same in the stories about how the earth was created from two cultural myths?” Ex. Create a Venn diagram and include specific examples of the ways that two texts on the same topic are the same and different.</p> <p>Level III Students will: EERL.4.9. Compare and contrast two stories, myths, or texts from different cultures. Ex. Given a Venn diagram showing ways that two texts are the same and different, give a specific example of each to compare and contrast the two stories. Ex. After reading a story and making a list of the events in it, read a second book and check off on the list the events that were the same and that were different. Ex. Listen to fairytales and folktales for two different cultures and list one way they are the same and one way they are different.</p> <p>Level II Students will: EERL.4.9. Identify a similar event in two stories. Ex. Tell one thing that happened in both stories.</p> <p>Level I Students will: EERL.4.9. Identify a story event. Ex. Asked, “Did that happen in the story?,” respond yes or no. Ex. Given two pictures, select the one that depicts an event from a familiar story after shared reading. Ex. Using a step-by-step switch programmed with events of a story, use the switch to indicate an event from the story.</p>

Common Core ELA Pacing Guide
4th Grade

College and Career Readiness (CCR) Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.				
Strand: Reading Literature		Cluster: Range of Reading and Level of Text Complexity	Grade: 4	Standard 10 (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.	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
	Comprehend independently in literary text: stories, drama and poetry	Comprehend independently in literary text: stories, drama and poetry	Comprehend independently in literary text: stories, drama and poetry	Comprehend independently in literary text: stories, drama and poetry
	<ul style="list-style-type: none"> • key ideas and details • craft and structure • integration of knowledge and ideas 	<ul style="list-style-type: none"> • key ideas and details • craft and structure • integration of knowledge and ideas 	<ul style="list-style-type: none"> • key ideas and details • craft and structure • integration of knowledge and ideas 	<ul style="list-style-type: none"> • key ideas and details • craft and structure • integration of knowledge and ideas
	at appropriate complexity (Qualitative, Quantitative and readers and task) as seen in standards 1-9, with scaffolding as needed	at appropriate complexity (Qualitative, Quantitative and readers and task) as seen in standards 1-9, with scaffolding as needed	at appropriate complexity (Qualitative, Quantitative and readers and task) as seen in standards 1-9, with scaffolding as needed	at appropriate complexity (Qualitative, Quantitative and readers and task) as seen in standards 1-9, with scaffolding as needed

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students, with scaffolding as needed:</p> <p>read and actively engage in comprehending appropriately complex stories and poetry</p>	<p>read and comprehend</p> <p>literature</p> <p>stories</p> <p>dramas</p> <p>poetry</p> <p>grade 4 - 5 text complexity band</p> <p>proficiently</p> <p>scaffolding as needed</p> <p>high end of the range</p>	<p>Students know:</p> <p>techniques for making meaning from difficult stories and poetry</p> <p>techniques for engaging with and appreciating difficult texts</p> <p>techniques for selecting texts that are interesting, motivating, and appropriate for who they are as readers</p>	<p>Students understand that/are able to:</p> <p>make meaning from difficult stories, dramas, and poetry</p> <p>engage with and appreciate appropriately complex texts</p> <p>Students understand that a reader's understanding of and appreciation for a text grows through deep thinking and active collaborating with others about texts.</p>	<p>EERL.4.10. **This Literature Essential Element references all elements above.</p>	

Common Core ELA Pacing Guide
4th Grade

College and Career Readiness (CCR) Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.				
Strand: Reading Informational Text		Cluster: Key Ideas and Details	Grade: 4	Standard 1 (RI.4.1)
Recurring Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Quarter 1: Explain the difference between explicit and inferred information in a text Identify details and examples when: <ul style="list-style-type: none"> • explaining what the text says explicitly • drawing inferences from the text • Explain what the text says using details and examples when: <ul style="list-style-type: none"> • identifying explicit information • drawing inferences 	Quarter 2: Explain the difference between explicit and inferred information in a text Identify details and examples when: <ul style="list-style-type: none"> • explaining what the text says explicitly • drawing inferences from the text • Explain what the text says using details and examples when: <ul style="list-style-type: none"> • identifying explicit information • drawing inferences 	Quarter 3: Explain the difference between explicit and inferred information in a text Identify details and examples when: <ul style="list-style-type: none"> • explaining what the text says explicitly • drawing inferences from the text • Explain what the text says using details and examples when: <ul style="list-style-type: none"> • identifying explicit information • drawing inferences 	Quarter 4: Explain the difference between explicit and inferred information in a text Identify details and examples when: <ul style="list-style-type: none"> • explaining what the text says explicitly • drawing inferences from the text • Explain what the text says using details and examples when: <ul style="list-style-type: none"> • identifying explicit information • drawing inferences

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students use writing and/or speaking to:</p> <p>state explicit ideas and inferences from the text including details and examples</p>	<p>refer to</p> <p>what the text says explicitly</p> <p>drawing inferences</p> <p>text</p>	<p>Students know:</p> <p>difference between explicit information and an inference</p> <p>techniques for identifying important details during and after reading</p> <p>techniques for drawing inferences</p> <p>to refer to details and examples to support thinking</p> <p>vocabulary: explicitly, inference</p>	<p>Students understand that/are able to:</p> <p>comprehend a text explicitly and implicitly</p> <p>use original language to explain explicit ideas from a text</p> <p>draw inferences about a text</p> <p>provide details and examples from text to support inferences</p> <p>Students understand that referring to details and examples in a text supports a reader's explicit comprehension of or inferences about a text.</p>	<p>EERI.4.1. Use details from the text to recount what the text says.</p>	<p>Level IV Students will: EERI.4.1. Refer to details in recounting what the text says without looking back at the text. Ex. After reading or listening to a text, recount the information referring to details in the text without looking back at the text or other supports. Ex. Before the teacher begins a shared reading of a familiar text, tell what they remember about the book, and recount the text including specific details.</p> <p>Level III Students will: EERI.4.1. Use details from the text to recount what the text says. Ex. Answer a question about information from the text by pointing out a detail related to the information requested. Ex. Indicate a detail from the text when asked what information they learned from it. Ex. With the text projected on an interactive whiteboard, underline details, and then use those underlined details in recounting the text.</p> <p>Level II Students will: EERI.4.1. Recount a portion of the text. Ex. After repeated reading or listening to a text, recount the end of the text. Ex. Before the teacher begins a shared reading of a familiar text, when asked to tell what they remember about the book, recount one point from the text.</p> <p>Level I Students will: EERI.4.1. Answer questions about information presented in text. Ex. Listen to directions and answer simple yes or no questions. Ex. Point to words or examples that provide information. Ex. Given a list of details, identify a detail from the text using partner-assisted scanning (adult reads the list and student signals when a desired choice is read).</p>

Common Core ELA Pacing Guide
4th Grade

College and Career Readiness (CCR) Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.				
Strand: Reading Informational		Cluster: Key Ideas and Details	Grade: 4	Standard 2 (RI.4.2)
Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
		Determine the main idea of a text Explain how the supporting details determine the main idea of a text Summarize text Summarize text using key details		Determine the main idea of a text Explain how the supporting details determine the main idea of a text Summarize text Summarize text using key details

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students use writing and/or speaking to:</p> <p>determine the main idea of a text</p> <p>explain how the main idea is supported by key details of a text</p> <p>create summaries of a variety of informational texts</p>	<p>main idea</p> <p>text</p> <p>supported by key details</p> <p>summarize</p>	<p>Students know:</p> <p>how to summarize a text</p> <p>techniques for identifying the main idea of a text</p> <p>the relationship between main ideas and supporting details</p> <p>vocabulary: main idea, support, key details, summarize</p>	<p>Students understand that/are able to:</p> <p>summarize a text</p> <p>identify a main idea from a text</p> <p>explain relationship between main ideas and supporting details</p> <p>Students understand that key details support the main idea of a text.</p>	<p>EERI.4.2. Determine a main idea of a text.</p>	<p>Level IV Students will: EERI.4.2. When given a text, generate a representation of the main idea. Ex. After reading or listening to a selection, create a product (poster, diorama, etc.) that communicates the central idea.</p> <p>Level III Students will: EERI.4.2. Determine a main idea of a text. Ex. Choose a visual image (magazine pictures, clip art, etc.) that represents the main idea of a text. Ex. Select from choices the main idea of an informational text. Ex. Choose from an array of pictures the one that depicts the main idea of a historical text.</p> <p>Level II Students will: EERI.4.2. Recognize the main idea of a text. Ex. Asked if the text is about swimming or baseball, indicate which is the main idea of the text. Ex. Point to the word or phrase in a text that corresponds to the main idea. Ex. Point to the title when asked to find what the text is about.</p> <p>Level I Students will: EERI.4.2. Recognize information related to a text. Ex. Given two pictures, pick the one that is related to the text. Ex. Shown two pictures, one of which depicts information from the text and one that does not, indicate the one that does (e.g., pick a picture of swimming from two pictures [one depicting swimming and one depicting riding a bike] after repeated reading of a familiar text about swimming.</p>

Common Core ELA Pacing Guide
4th Grade

College and Career Readiness (CCR) Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.				
Strand: Reading Informational		Cluster: Key Ideas and Details	Grade: 4	Standard 3 (RI.4.3)
<p>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.</p>	<p>Quarter 1:</p> <p>Identify :</p> <ul style="list-style-type: none"> • events • procedures • ideas • concepts <p>in an informational text</p> <p>Explain why the:</p> <ul style="list-style-type: none"> • events • procedures • ideas • concepts <p>in an informational text occurred</p> <p>Use specific information in the text to support explanation</p>	<p>Quarter 2:</p>	<p>Quarter 3:</p>	<p>Quarter 4:</p> <p>Explain why the:</p> <ul style="list-style-type: none"> • events • procedures • ideas • concepts <p>in an informational text occurred</p> <p>Use specific information in the text to support explanation</p>

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students use writing and/or speaking to:</p> <p>explain what happened and why in a text including specific information about events, procedures, ideas, or concepts</p>	<p>events</p> <p>procedures</p> <p>ideas</p> <p>concepts</p> <p>historical text</p> <p>scientific text</p> <p>technical text</p> <p>specific information</p>	<p>Students know:</p> <p>techniques for explaining events, procedures, ideas, or concepts</p> <p>a thorough explanation includes what happened and why</p> <p>importance of supporting thinking with information from the text</p> <p>vocabulary: events, procedures, ideas, concepts, specific</p>	<p>Students understand that/are able to:</p> <p>explain what happened in a text</p> <p>explain why events in a text happened</p> <p>support thinking with specific information from the text</p> <p>apply these to historical, scientific, and technical texts</p> <p>Students understand that historical, scientific, or technical texts explain events, procedures, ideas, or concepts by including specific information to clarify what happened and why.</p>	<p>EERI.4.3. Use details from text to describe what happened.</p>	<p>Level IV Students will: EERI.4.3. Use details from a text to predict upcoming events based on cause/effect understanding. Ex. Indicate what will happen next in a story using events already read using their individual mode of communication or through an array of pictures. Ex. Given two choices, illustrations, etc. of what may happen next or what the next step is in an informational text, indicate the illustration that represents their prediction.</p> <p>Level III Students will: EERI.4.3. Use details from text to describe what happened. Ex. Sequence sentence strips in sequence to show what happened in a text. Ex. Place three pictures in correct sequence to show what happened in a science text (e.g., fish in water, water dirty, fish die). Ex. Given the text projected on an interactive whiteboard, underline details in a historical text that use the underlined details to tell what happened.</p> <p>Level II Students will: EERI.4.3. Given part of a text, label the next step. Ex. Given the first step from a text, tell what happened next. Ex. Told one thing that happened in a text, point to what happened next from two choices.</p> <p>Level I Students will: EERI.4.3. Identify a familiar step from the text. Ex. Asked, “What do we usually do next?,” indicate familiar next step on a classroom picture schedule for familiar routines. Ex. Point to a step in text or a series of pictures.</p>

Common Core ELA Pacing Guide
4th Grade

College and Career Readiness (CCR) Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Strand: Reading Informational	Cluster: Craft and Structure	Grade: 4	Standard 4 (RI.4.4)	
<p>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p>	<p>Quarter 1:</p> <p>Identify:</p> <ul style="list-style-type: none"> • general academic • domain-specific <p>words and phrases in a text relevant to a grade 4 topic or subject areas</p> <p>Determine meaning of:</p> <ul style="list-style-type: none"> • general academic • domain-specific <p>words and phrases in a text relevant to a grade 4 topic or subject areas</p>	<p>Quarter 2:</p> <p>Identify:</p> <ul style="list-style-type: none"> • general academic • domain-specific <p>words and phrases in a text relevant to a grade 4 topic or subject areas</p> <p>Determine meaning of:</p> <ul style="list-style-type: none"> • general academic • domain-specific <p>words and phrases in a text relevant to a grade 4 topic or subject areas</p>	<p>Quarter 3:</p> <p>Identify:</p> <ul style="list-style-type: none"> • general academic • domain-specific <p>words and phrases in a text relevant to a grade 4 topic or subject areas</p> <p>Determine meaning of:</p> <ul style="list-style-type: none"> • general academic • domain-specific <p>words and phrases in a text relevant to a grade 4 topic or subject areas</p>	<p>Quarter 4:</p> <p>Identify:</p> <ul style="list-style-type: none"> • general academic • domain-specific <p>words and phrases in a text relevant to a grade 4 topic or subject areas</p> <p>Determine meaning of:</p> <ul style="list-style-type: none"> • general academic • domain-specific <p>words and phrases in a text relevant to a grade 4 topic or subject areas</p>

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students use clues in a text and outside resources to:</p> <p>determine the meaning of general academic and domain-specific words and phrases in a text</p>	<p>determine the meaning</p> <p>general academic words and phrases</p> <p>domain-specific words and phrases</p> <p>words and phrases in a text</p> <p>relevant to a grade 4 topic or subject area</p>	<p>Students know:</p> <p>features of a text related to word meaning (bold terms, glossary, context clues)</p> <p>steps for using an online or print dictionary</p> <p>several strategies for determining the meaning of an unknown word or phrase</p> <p>techniques for identifying and recording unfamiliar words</p> <p>the difference between domain-specific and academic words and phrases</p> <p>vocabulary: context clues, glossary, dictionary</p>	<p>Students are able to:</p> <p>distinguish between domain-specific and academic words</p> <p>identify unfamiliar words and phrases</p> <p>use features of a text to determine the meaning of unfamiliar words and phrases</p> <p>use a dictionary (online or print) to determine the meaning of unfamiliar words and phrases</p> <p>Students understand that clues in a text help a reader understand the meaning of words and phrases.</p>	<p>EERI.4.4. Determine meaning of words in context.</p>	<p>Level IV Students will: EERI.4.4. Use context to determine a missing word from a sentence. Ex. Given two or more sentences with one word missing, use context to identify the missing word from an array of choices. Ex. Given a domain-specific word, find a Google image appropriate to its context (e.g., For <i>full moon</i>, find picture of a full moon.).</p> <p>Level III Students will: EERI.4.4. Determine meaning of words in context. Ex. After reading text, create or locate a picture of a word based on descriptions in the text. Ex. Given a word in context, find a Google image appropriate to the meaning of the word. Ex. Given a sentence from a shared reading of a social studies text containing a word with an unknown meaning, select from choices the meaning of the unknown word.</p> <p>Level II Students will: EERI.4.4. Identify two or more words that are related to one another. Ex. Given a word from the text, identify two or more related words from a list provided by the teacher. Ex. Create a graphic organizer showing connections between a new word found in text and other known words.</p> <p>Level I Students will: EERI.4.4. Given a word, touch or look at a picture, object, or other representation that represents the word. Ex. Touch a picture that represents a given word when given a choice of two (one related and one unrelated). Ex. Repeat a word from text read aloud.</p>

Common Core ELA Pacing Guide
4th Grade

College and Career Readiness (CCR) Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.				
Strand: Reading Informational		Cluster: Craft and Structure	Grade: 4	Standard 5 (RI.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 of a text.	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
		Determine the overall structure: (e.g., <ul style="list-style-type: none"> • chronology • comparison • cause/effect • problem/solution) of a text or a part of a text Describe the overall structure of: <ul style="list-style-type: none"> • events • ideas • concepts or • information in a text or part of a text		

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students use writing and/or speaking to describe how events, ideas, concepts, or information in a text or part of a text are structured including:</p> <p>chronology</p> <p>comparison</p> <p>cause/effect</p> <p>problem/solution</p>	<p>describe</p> <p>overall structure</p> <p>chronology</p> <p>comparison</p> <p>cause/effect</p> <p>problem/solution</p> <p>events</p> <p>ideas</p> <p>concepts</p> <p>information</p> <p>texts</p>	<p>Students know:</p> <p>common signal words for text structures</p> <p>note-taking devices (graphic organizers) for text structures</p> <p>vocabulary: structure, chronology, comparison, cause/effect, problem/solution, event, idea, concept</p>	<p>Students understand that/are able to:</p> <p>identify the structure used to organize a text or part of a text</p> <p>Students understand that categories of information are presented in common text structures.</p>	<p>EERI.4.5. Identify the chronological structure of a text (first, then, next).</p>	<p>Level IV Students will: EERI.4.5. Use the structure of a text to find information about the sequence of events. Ex. Use text to label a graphic representation of the information (e.g., create a timeline of images). Ex. Use illustrations in the text to understand the information provided.</p> <p>Level III Students will: EERI.4.5. Identify the chronological structure of a text (first, then, next). Ex. Given sentence strips from a science text, place events or changes in chronological order (e.g., water, cold, ice). Ex. Place events from a text in correct chronological order (e.g., first, then, next).</p> <p>Level II Students will: EERI.4.5. Given the chronology of a text, complete missing parts. Ex. Insert missing elements that are provided into an incomplete chart to complete the chronology (e.g., direction chart for routine activity). Ex. Given the first step from a text, tell what happened next. Ex. Reminded of one thing that happened in a text, point to what happened next from two choices.</p> <p>Level I Students will: EERI.4.5. Identify a text that demonstrates chronology. Ex. Touch the icons that show the order of what happens. Ex. Eye gaze at the informational text to identify <i>the end</i> of the story.</p>

Common Core ELA Pacing Guide
4th Grade

College and Career Readiness (CCR) Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.						
Strand: Reading Informational		Cluster: Craft and Structure	Grade: 4	Standard 6 (RI.4.6)		
<p>Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	<p>Quarter 1:</p> <p>Identify:</p> <ul style="list-style-type: none"> • firsthand account • secondhand account <p>Describe the events or main ideas of each account</p> <p>Compare the accounts of the event or topic</p> <p>Contrast the accounts of the event or topic</p> <p>Describe how the focus and information provided is different in each account</p>		<p>Quarter 2:</p>		<p>Quarter 3:</p> <p>Identify:</p> <ul style="list-style-type: none"> • firsthand account • secondhand account <p>Describe the events or main ideas of each account</p> <p>Compare the accounts of the event or topic</p> <p>Contrast the accounts of the event or topic</p> <p>Describe how the focus and information provided is different in each account</p>	
			<p>Quarter 4:</p>			

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students use writing and/or speaking to:</p> <p>compare and contrast the focus of, and information provided by, firsthand and secondhand accounts of the same event or topic</p>	<p>compare and contrast</p> <p>firsthand account</p> <p>secondhand account</p> <p>same event or topic</p> <p>describe</p> <p>differences in focus</p> <p>information provided</p>	<p>Students know:</p> <p>techniques for comparing and contrasting</p> <p>difference between firsthand and secondhand accounts</p> <p>vocabulary: compare, contrast, firsthand account, secondhand account, focus</p>	<p>Students understand that/are able to:</p> <p>compare and contrast firsthand and secondhand accounts</p> <p>explain differences in focus and information provided in varying accounts of a topic or event</p> <p>Students understand that information a reader gets in a text is impacted by the source.</p>	<p>EERI.4.6. Identify a firsthand account of an event.</p>	<p>Level IV Students will: EERI.4.6. Compare how a firsthand account is different from a secondhand account. Ex. Identify a difference between when students tell about a personal experience versus when the teacher retells the experience (e.g., “You forgot _____.”). Ex. Given two versions of an event, one firsthand “I” account and one secondhand “he” account, identify differences.</p> <p>Level III Students will: EERI.4.6. Identify a firsthand account of an event. Ex. Identify an account in which the speaker uses “I” in reference to the events as a firsthand account. Ex. Choose between a class-created text and a commercially available text.</p> <p>Level II Students will: EERI.4.6. Recognize a firsthand account of something the students have done. Ex. Identify as their own an account of something the students told the teacher or class. Ex. After “reading” to classmates about themselves (e.g., “This summer, I . . .”), respond to the question, “Who is this story about?” by indicating own picture from a choice of own picture and the picture of a classmate.</p> <p>Level I Students will: EERI.4.6. Respond to a personal account of an event or topic. Ex. Demonstrate attention to a personal account of an event shared by the teacher or another student. Ex. Use a single switch to communicate a personal account of an event.</p>

Common Core ELA Pacing Guide
4th Grade

College and Career Readiness (CCR) Anchor Standard 7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*				
Strand: Reading Informational		Cluster: Integration of Knowledge and Ideas	Grade: 4	Standard 7 (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.	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
		Recognize text features of nonfiction Read: <ul style="list-style-type: none"> • graphs • charts • diagram • timelines, etc. Recognize interactive Web elements Explain information from: <ul style="list-style-type: none"> • charts • diagrams • graphs • time lines • animations • interactive elements Interpret information that is presented: <ul style="list-style-type: none"> • visually • orally • quantitatively in text or in the Web		Recognize text features of nonfiction Read: <ul style="list-style-type: none"> • graphs • charts • diagram • timelines, etc. Recognize interactive Web elements Explain information from: <ul style="list-style-type: none"> • charts • diagrams • graphs • time lines • animations • interactive elements Interpret information that is presented: <ul style="list-style-type: none"> • visually • orally • quantitatively in text or in the Web

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students:</p> <p>interpret information presented visually, orally, or quantitatively</p> <p>explain how information contributes to an understanding of the text</p>	<p>interpret information presented visually, orally, or quantitatively</p> <p>charts</p> <p>graphs</p> <p>diagrams</p> <p>time lines</p> <p>animations</p> <p>interactive elements on Web pages</p> <p>how the information contributes to an understanding text</p>	<p>Students know:</p> <p>the relationship between information presented in words and information presented visually, orally, or quantitatively</p> <p>techniques for reading charts, graphs, diagrams, time lines, animations, interactive Web page elements</p> <p>vocabulary: interpret, visually, orally, quantitatively, charts, graphs, diagrams, time lines, animations, interactive elements on Web pages</p>	<p>Students understand that/are able to:</p> <p>interpret information presented visually</p> <p>interpret information presented orally</p> <p>interpret information presented quantitatively</p> <p>explain how pieces of information contribute to an understanding of the text</p> <p>Students understand that the impact of a text is influenced by the modes an author uses to present information.</p>	<p>EERI.4.7. Interpret information presented visually and orally.</p>	<p>Level IV Students will: EERI.4.7. Interpret information presented visually, orally, or quantitatively. Ex. Answer questions about a presentation. Ex. Tell how an illustration in text adds information.</p> <p>Level III Students will: EERI.4.7. Interpret information presented visually and orally. Ex. Answer questions about a video. Ex. Answer questions about a simple timeline about what happened last.</p> <p>Level II Students will: EERI.4.7. Identify information presented in a singular format. Ex. Select a word from choices to describe an illustration in the text.</p> <p>Level I Students will: EERI.4.7. Identify information that is presented visually or orally. Ex. Touch or look at a picture, object, or other representation to gain information. Ex. Given a screenshot from a video, recognize the image as related to the video. Ex. Using a personal schedule, point to or indicate the next activity when asked, “What’s next?”</p>

Common Core ELA Pacing Guide
4th Grade

College and Career Readiness (CCR) Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.				
Strand: Reading Informational		Cluster: Integration of Knowledge and Ideas	Grade: 4	Standard 8 (RI.4.8)
Explain how an author uses reasons and evidence to support particular points in a text.	Quarter 1:	Quarter 2:	Quarter 3: Recognize differences between fact and opinion Define <ul style="list-style-type: none"> • evidence • reasons Identify the author’s reasons and evidence Explain how an author uses: <ul style="list-style-type: none"> • reasons to support particular points in a text • evidence to support particular points in a text 	Quarter 4:

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students use writing and/or speaking to:</p> <p>explain how an author uses reasons and evidence to support points in a text</p>	<p>explain</p> <p>how an author uses reasons</p> <p>evidence</p> <p>support particular points</p> <p>text</p>	<p>Students know:</p> <p>an author's points should be supported by reasons and evidence</p> <p>techniques for identifying an author's point(s)</p> <p>techniques for identifying supporting reasons and evidence</p> <p>vocabulary: reasons, evidence, support</p>	<p>Students understand that/are able to:</p> <p>identify an author's point(s)</p> <p>identify the reasons an author gives to support point(s)</p> <p>identify evidence used to support points</p> <p>Students understand that reasons and evidence in a text are selected to support an author's assumptions.</p>	<p>EERI.4.8. Identify the author's point.</p>	<p>Level IV Students will: EERI.4.8. Recognize how the author uses reasons to support points in a text. Ex. Match a reason the author gives for a point in the text. Ex. Choose from options a reason the author gives to support a point in the text.</p> <p>Level III Students will: EERI.4.8. Identify the author's point. Ex. Restate a point the author makes in the text. Ex. Choose from options a point the author makes in the text.</p> <p>Level II Students will: EERI.4.8. With prompts and support, identify from choices a point the author makes. Ex. Given the title and several key details from a story about science, identify a point the author makes.</p> <p>Level I Students will: EERI.4.8. With prompts and support, identify the title of a book and tell what the book is about. Ex. Point to a book title and indicate from an array of choices, what the book is about. Ex. Select a picture from two choices, one related and one unrelated, to indicate what the book is about.</p>

Common Core ELA Pacing Guide
4th Grade

College and Career Readiness (CCR) Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.				
Strand: Reading Informational		Cluster: Integration of Knowledge and Ideas	Grade: 4	Standard 9 (RI.4.9)
Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
		Identify information within two texts on the same topic Integrate information from two texts on same topic to write or speak about subject		Identify information within two texts on the same topic Integrate information from two texts on same topic to write or speak about subject

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students use writing and/or speaking to:</p> <p>share knowledge about a topic based on information integrated from two texts about the topic</p>	<p>integrate information</p> <p>two texts on the same topic</p> <p>write or speak about the subject knowledgeably</p>	<p>Students know:</p> <p>techniques for identifying important points</p> <p>techniques for identifying key details</p> <p>techniques for integrating information from two or more texts</p> <p>qualities of knowledgeable writing</p> <p>qualities of knowledgeable speaking</p> <p>vocabulary: integrate information, knowledgeably</p>	<p>Students understand that/are able to write or speak knowledgeably about a topic by:</p> <p>identifying important points from two texts</p> <p>identifying key details from two texts</p> <p>integrating information about a single topic from two texts</p> <p>Students understand that knowledgeable speaking and writing about a topic depends on integrating information from several texts about that topic.</p>	<p>EERI.4.9. Identify similarities of two resources on the same topic.</p>	<p>Level IV Students will: EERI.4.9. Describe the similarities of two resources on the same topic. Ex. Describe two facts that were the same in a video and a text on the same topic. Ex. State two facts that were the same in two texts on a historical event. Ex. Find images that are similar in both texts.</p> <p>Level III Students will: EERI.4.9. Identify similarities of two resources on the same topic. Ex. Identify what is the same in a picture book and a list of directions on pet care. Ex. Identify what is the same in a video and a text on fire safety. Ex. Listen to historical fiction such as <i>Call of the Wild</i> on audio recording and read <i>Stone Fox</i> aloud. Both stories deal with racing a dog in the arctic. Using both resources, identify similarities between the two.</p> <p>Level II Students will: EERI.4.9. Identify two resources on the same topic. Ex. Identify two books to learn about dinosaurs when given four choices. Ex. Given two choices, select a book about a given topic (dogs, cows, bike, etc.). Ask again with two different sets of books, to select one on the same previously selected topic. Ex. After listening to two informational texts on the same topic, identify/select the topic, given visual choices or pictures from text (scientist, rock, animals).</p> <p>Level I Students will: EERI.4.9. Identify one resource on a favorite topic. Ex. State a topic of interest. Ex. Select from two resources on a topic of interest (e.g., “Which book would you like, the one on puppies or kittens?”). Ex. While reading aloud <i>Stone Fox</i>, select either a dog to indicate interest in the Iditarod or dog sledding.</p>

Common Core ELA Pacing Guide
4th Grade

College and Career Readiness (CCR) Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.					
Strand: Reading Informational		Cluster: Range of Reading and Level of Text Complexity	Grade: 4	Standard 10 (RI.4.10)	
<p>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>Quarter 1:</p> <p>Comprehend independently in informational text:</p> <ul style="list-style-type: none"> • key ideas and details • craft and structure • integration of knowledge and ideas <p>at appropriate complexity (Qualitative, Quantitative and readers and task) as seen in standards 1-9, with scaffolding as needed</p>	<p>Quarter 2:</p> <p>Comprehend independently in informational text:</p> <ul style="list-style-type: none"> • key ideas and details • craft and structure • integration of knowledge and ideas <p>at appropriate complexity (Qualitative, Quantitative and readers and task) as seen in standards 1-9, with scaffolding as needed</p>	<p>Quarter 3:</p> <p>Comprehend independently in informational text:</p> <ul style="list-style-type: none"> • key ideas and details • craft and structure • integration of knowledge and ideas <p>at appropriate complexity (Qualitative, Quantitative and readers and task) as seen in standards 1-9, with scaffolding as needed</p>	<p>Quarter 4:</p> <p>Comprehend independently in informational text:</p> <ul style="list-style-type: none"> • key ideas and details • craft and structure • integration of knowledge and ideas <p>at appropriate complexity (Qualitative, Quantitative and readers and task) as seen in standards 1-9, with scaffolding as needed</p>	

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students, with scaffolding as needed:</p> <p>read and actively engage in comprehending appropriately complex informational texts.</p>	<p>read and comprehend</p> <p>informational texts</p> <p>history / social studies texts</p> <p>science texts</p> <p>technical texts</p> <p>text complexity band</p> <p>proficiently</p> <p>with scaffolding as needed</p>	<p>Students know:</p> <p>techniques for making meaning from appropriately difficult informational text</p> <p>techniques for engaging with and appreciating difficult texts</p> <p>techniques for selecting texts that are interesting, motivating, and appropriate for who they are as readers</p>	<p>Students understand that/are able to:</p> <p>make meaning from difficult informational texts</p> <p>engage with and appreciate appropriately complex texts</p> <p>Students understand that a reader's understanding of and appreciation for a text grows through deep thinking and active collaborating with others about texts.</p>	<p>EERI.4.10. **This Informational Text Essential Element references all elements above.</p>	

Common Core ELA Pacing Guide
4th Grade

College and Career Readiness (CCR) Anchor Standard: n/a				
Strand: Reading Foundational Skills		Cluster: Phonics and Word Recognition	Grade: 4	Standard 3 (RF.4.3)
<p>Know and apply grade-level phonics and word analysis skills in decoding words.</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>	<p>Quarter 1:</p> <p>Know and apply grade level-level phonics and word analysis skills in decoding words</p> <p>Identify:</p> <ul style="list-style-type: none"> • syllabication patterns • root words <p>Explain meanings of prefixes and suffixes</p> <p>Accurately read words with Latin roots</p> <p><i>Synthesize phonics and word analysis skills to decode words</i></p> <p>Read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>Quarter 2:</p> <p>Know and apply grade level-level phonics and word analysis skills in decoding words</p> <p>Identify:</p> <ul style="list-style-type: none"> • syllabication patterns • root words <p>Explain meanings of prefixes and suffixes</p> <p>Accurately read words with Latin roots</p> <p><i>Synthesize phonics and word analysis skills to decode words</i></p> <p>Read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>Quarter 3:</p> <p>Know and apply grade level-level phonics and word analysis skills in decoding words</p> <p>Identify:</p> <ul style="list-style-type: none"> • syllabication patterns • root words <p>Explain meanings of prefixes and suffixes</p> <p>Accurately read words with Latin roots</p> <p><i>Synthesize phonics and word analysis skills to decode words</i></p> <p>Read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>Quarter 4:</p> <p>Know and apply grade level-level phonics and word analysis skills in decoding words</p> <p>Identify:</p> <ul style="list-style-type: none"> • syllabication patterns • root words <p>Explain meanings of prefixes and suffixes</p> <p>Accurately read words with Latin roots</p> <p><i>Synthesize phonics and word analysis skills to decode words</i></p> <p>Read accurately unfamiliar multisyllabic words in context and out of context.</p>

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students:</p> <p>read familiar and unfamiliar fourth grade texts with accuracy and comprehension</p>	<p>grade-level phonics and word analysis skills</p> <p>decoding words</p> <p>letter-sound correspondences</p> <p>morphology</p>	<p>Students know:</p> <p>letter sound correspondences</p> <p>syllabication patterns</p> <p>morphology (e.g. roots and affixes)</p> <p>vocabulary: root, affix, prefix, suffix, multisyllabic word</p>	<p>Students understand that/are able to:</p> <p>apply letter sound correspondences</p> <p>apply syllabication patterns</p> <p>use knowledge of morphology (e.g. roots and affixes)</p> <p>accurately read unfamiliar multisyllabic words in and out of context</p> <p>Students understand that there are systematic relationships between letters and sounds and written words are composed of letter patterns that represent the sound of spoken words.</p>	<p>EERF.4.3. Know and apply phonics and word analysis skills in decoding words.</p> <p>Apply letter-sound knowledge to use first letter plus context to identify unfamiliar words.</p> <p>Decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high-frequency rhymes).</p>	<p>Level IV Students will:</p> <p>EERF.4.3.a. Apply letter-sound and word length knowledge to use first letter plus word length plus context to identify unfamiliar words. Ex. Given a sentence with an unfamiliar word, the student will attend to the first letter, the length of the unfamiliar word, and the context of the sentence surrounding it to identify the word.</p> <p>EERF.4.3.b. Decode single-syllable words with complex spelling patterns. Ex. Given words that have blends or digraphs such as <i>stack</i> or <i>speed</i>, decode the word.</p> <p>Level III Students will:</p> <p>EERF.4.3.a. Apply letter-sound knowledge to use first letter plus context to identify unfamiliar words. Ex. When reading a new book, the student will identify an unfamiliar word using first letter (and its sound) plus context.</p> <p>EERF.4.3.b. Decode single-syllable words with common spelling patterns (CVC or high-frequency rhymes). Ex. Given a printed keyword with a common spelling pattern (e.g., <i>cat</i>), use the word to decode a word that has the same spelling pattern (e.g., <i>bat</i>). Ex. Given a printed example of a common CVC word (e.g., <i>fan</i>), use that word to decode a word with the same vowel (e.g., <i>fat</i>). Ex. Using note cards, place before the student the letters t - o - p. Sound out the word, blend, and pronounce. Trade the first sound (t) for a new card (m) and repeat the process, independently.</p> <p>Level II Students will:</p> <p>EERF.4.3.a. Identify the sound of the initial letter in familiar words. Ex. Asked what the first sound in <i>mat</i> is, respond with the /m/ sound. Ex. Asked to indicate which word from two choices (<i>dog</i> and <i>cat</i>) begins with the /d/ sound, point to <i>dog</i>.</p> <p>EERF.4.3.b. Recognize words that rhyme with single-syllable words with common spelling patterns (rhymes). Ex. Given three words (<i>hop</i>, <i>top</i>, and <i>cow</i>), identify the word that does not match the pattern.</p> <p>Level I Students will:</p> <p>EERF.4.3.a. Identify a missing word from a sentence presented orally.</p>

					<p>Ex. Given a choice of two symbols or words, select the word that best completes a sentence presented orally (e.g., He hit the [<i>ball, cat</i>]).</p> <p>Ex. Use a switch to indicate choice of a word to complete a sentence presented orally.</p> <p>Ex. Select from two picture cards the one that represents a word to complete a sentence.</p> <p>EERF.4.3.b. Repeat letter-sounds.</p> <p>Ex. Repeat a letter-sound for a familiar word after the teacher when paired with representations of familiar words.</p> <p>Ex. Repeat a letter-sound after repeated presentations of the letter and sound together.</p>
--	--	--	--	--	--

Common Core ELA Pacing Guide
4th Grade

College and Career Readiness (CCR) Anchor Standard: n/a				
Strand: Reading Foundational Skills		Cluster: Fluency	Grade: 4	Standard 4 (RF.4.4)
<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-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, rereading as necessary.</p>	<p>Quarter 1:</p> <p>Support comprehension:</p> <ul style="list-style-type: none"> identify the purpose and understanding of text identify oral reading with accuracy, appropriate rate, and expression on successive readings identify rereading, when necessary, as a strategy when confirming or self-correcting words in text apply reading strategies to be used with text for accuracy, appropriate rate, and expression on successive readings confirm or self correct word recognition and understanding by using context understand how context can help to confirm or self correct word recognition 	<p>Quarter 2:</p> <p>Support comprehension:</p> <ul style="list-style-type: none"> identify the purpose and understanding of text identify oral reading with accuracy, appropriate rate, and expression on successive readings identify rereading, when necessary, as a strategy when confirming or self-correcting words in text apply reading strategies to be used with text for accuracy, appropriate rate, and expression on successive readings confirm or self correct word recognition and understanding by using context understand how context can help to confirm or self correct word recognition 	<p>Quarter 3:</p> <p>Support comprehension:</p> <ul style="list-style-type: none"> identify the purpose and understanding of text identify oral reading with accuracy, appropriate rate, and expression on successive readings identify rereading, when necessary, as a strategy when confirming or self-correcting words in text apply reading strategies to be used with text for accuracy, appropriate rate, and expression on successive readings confirm or self correct word recognition and understanding by using context understand how context can help to confirm or self correct word recognition 	<p>Quarter 4:</p> <p>Support comprehension:</p> <ul style="list-style-type: none"> identify the purpose and understanding of text identify oral reading with accuracy, appropriate rate, and expression on successive readings identify rereading, when necessary, as a strategy when confirming or self-correcting words in text apply reading strategies to be used with text for accuracy, appropriate rate, and expression on successive readings confirm or self correct word recognition and understanding by using context understand how context can help to confirm or self correct word recognition

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students orally read fourth grade-level texts (prose and poetry):</p> <p>with purpose and understanding</p> <p>orally with accuracy, appropriate rate, and expression</p> <p>using context to confirm or self-correct word recognition, rereading as necessary</p>	<p>fluency</p> <p>grade-level prose and poetry</p> <p>appropriate rate</p>	<p>Students know:</p> <p>the meaning of punctuation marks</p> <p>techniques to break text up into meaningful groups of words (phrasing)</p> <p>recovery strategies if they make a reading mistake (self-correct)</p> <p>techniques to make appropriate changes in voice, pitch, and expression while reading orally</p> <p>rereading is a strategy that aids in word recognition and comprehension</p> <p>using context is a strategy that aids in word recognition and comprehension</p>	<p>Students understand that/are able to:</p> <p>read with purpose and understanding</p> <p>read orally with accuracy</p> <p>read orally at an appropriate rate</p> <p>read orally with expression</p> <p>use context to aid in word recognition</p> <p>break text up into meaningful groups of words (phrases)</p> <p>recover if they make a mistake (self-correct)</p> <p>make appropriate changes in voice, pitch, and expression while reading orally</p> <p>Students understand fluent readers learn to recognize words quickly and accurately as a way of obtaining meaning from what is read.</p>	<p>EERF.4.4. Read text comprised of familiar words with accuracy and understanding.</p>	<p>Level IV Students will: EERF.4.4. Read text comprised of familiar and unfamiliar words with accuracy and understanding. Ex. Given age-appropriate text that includes both familiar and unfamiliar words, the student answers comprehension questions based on the story.</p> <p>Level III Students will: EERF.4.4. Read text comprised of familiar words with accuracy and understanding. Ex. Given age-appropriate text, the student will read a passage with support and prompts (e.g., Using Spark notes or other abridged text resource, students will read portions of the text with support as needed.). Ex. After reading the text, the student answers three comprehension questions related to the details of the story.</p> <p>Level II Students will: EERF.4.4. Identify text of familiar words when read to them. Ex. Array three different books placed in front of the student, when listening to a book on tape, indicate which book goes with the story being read on tape. Ex. Match a book cover from choices with the cover of the same book being read.</p> <p>Level I Students will: EERF.4.4. With guidance and support, identify familiar words or pictures. Ex. When reading with a small group, a copy of the book is passed from student to student as the teacher reads aloud. Ex. Attend to the reader with acknowledgment or eye gaze to track the reader in a shared reading activity.</p>

Common Core ELA Pacing Guide
4th Grade

College and Career Readiness (CCR) Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Strand: Writing	Cluster: Text Types and Purposes	Grade: 4	Standard (W.4.1)	
<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> a. 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. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented. 	Quarter 1:	Quarter 2:	<p>Quarter 3:</p> <p>Determine how to introduce the topic or text clearly</p> <p>Formulate and state an opinion</p> <p>Organize by grouping related ideas to support the writer's purpose</p> <p>Provide reasons that are supported with facts and details</p> <p>Link between opinion and reasons using words and phrases (e.g., for instance, in order to, in addition)</p> <p>a concluding statement</p> <p>Provide a concluding statement or section related to the opinion presented</p> <p>Create an opinion written product that includes all of the above elements.</p>	Quarter 4:

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students write opinion pieces that assert and support a point of view by:</p> <p>introducing a topic</p> <p>stating an opinion</p> <p>creating an organizational structure that groups ideas to support the writer's purpose</p> <p>providing facts and details to support reasons</p> <p>ending with a concluding statement or section that relates to the opinion</p> <p>using words and phrases to link opinions and reasons</p>	<p>opinion piece</p> <p>introduce the topic or text clearly</p> <p>state an opinion</p> <p>organizational structure</p> <p>writer's purpose</p> <p>reasons supported by facts and details</p> <p>supporting a point of view</p> <p>linking words and phrases</p> <p>concluding statement or section</p>	<p>Students know:</p> <p>opinion pieces support a point of view with reasons and information</p> <p>point of view is strengthened by reasons that are supported by facts and details</p> <p>techniques for linking opinions and reasons (words and phrases)</p> <p>opinion pieces follow a predictable structure (e.g. introduction with statement of topic, reasons to support, an organizational structure to support writers' purpose, and concluding statement)</p> <p>vocabulary words: point of view, opinion piece</p>	<p>Students understand that/are able to:</p> <p>identify qualities of opinion pieces</p> <p>develop a point of view</p> <p>supply reasons, information, facts, and details to support the opinion</p> <p>use linking words and phrases to connect opinion and reasons</p> <p>write with a predictable structure (introduction with statement of topic and opinion, reasons to support, an organizational structure, to support writer's purpose, and concluding statement or section related to opinion)</p> <p>Students understand</p>	<p>EEW.4.1. Write an opinion about a topic or text and reasons to support the opinion.</p> <p>a. Select a topic or text and write an opinion about it.</p> <p>b-c. List reasons to support the opinion.</p> <p>d. N/A</p>	<p>Level IV Students will:</p> <p>EEW.4.1.a. Recall a topic or text and write an opinion about it. Ex. When asked to write a review of a book, recall the title of the book recently read and write, <i>I like it.</i> Ex. When asked to write about a topic in science, recall a topic and write an opinion about it. Ex. During journal writing time, select a topic (e.g., a trip to the state fair) and write, <i>Most fun ever.</i> Ex. For a book review assignment, choose a book read during the week and write an opinion (e.g., "Too hard. Boring.").</p> <p>EEW.4.1.b-c. Write reasons to support an opinion using short phrases or sentence stems. Ex. After writing an opinion about dogs (e.g., <i>Dogs are good pets.</i>), write two reasons that support the opinion (e.g., <i>Wak [walk] with you. Lern [learn] tricks. Get papr [paper].</i>). Ex. After writing an opinion about a book (e.g., <i>To lng [too long]</i>), write three reasons to support the opinion (e.g., <i>62 pages, lots wrds [lot of words], no pikrs [pictures]</i>).</p> <p>EW.4.1.d. N/A</p> <p>Level III Students will:</p> <p>EEW.4.1.a. Select a topic or text and write an opinion about it. Ex. Choose from recently read books and write, <i>I like it.</i> Ex. Select a topic from a list of options and write an opinion about it.</p> <p>EEW.4.1.b-c. List reasons to support an opinion. Ex. After selecting dogs as the topic and stating an opinion (e.g., <i>Dogs are good pets.</i>), list reasons that make them good pets (e.g., <i>walk, play</i>). Ex. After the teacher presents pictures of things from everyday life on an interactive whiteboard (e.g., <i>bus, food, TV, radio</i>), select the bus moving it to a box that says <i>Important</i>. After a group brainstorming about what buses do, uses two of the ideas to write his own, "Go to school. Ride with friends."</p> <p>EEW.4.1.d. N/A</p> <p>Level II Students will:</p> <p>EEW.4.1.a. Given a topic or text, write an opinion about it. Ex. After the teacher shows the student a book recently read in class and then shows two picture symbols, <i>like</i> and <i>don't like</i>, point to the <i>like</i> symbol and then uses a keyboard to write <i>lk</i> (like).</p>

			<p>that well-developed opinions are supported by valid reasons and information.</p>		<p>Ex. In response to an assignment, write to indicate an opinion regarding whether the actions of a character in a book were right or wrong. EW.4.1.b-c. Identify a reason to support an opinion. Ex. After the teacher presents pictures of things from everyday life on an interactive whiteboard (e.g., <i>car, food, TV, radio</i>), select the car by moving it to a box that says <i>Important</i>. Then, identify one reason that cars are important from an onscreen selection of choices (e.g., <i>go home</i>), which the teacher writes on the whiteboard. Ex. After selecting a book from a selection presented by the teacher and stating an opinion (e.g., <i>good</i>), identify reasons on a book review form created by the teacher (e.g., The student circles characters, pictures, and funny.), which the teacher writes on lines at the bottom of the page. Ex. In response to an assignment, after the student writes to indicate her opinion regarding whether the actions of a character in a book were right or wrong, list reasons, which the teacher adds to a language experience text. EEW.4.1.d. N/A</p> <p>Level I Students will: EEW.4.1.a. Communicate a preference for a text or topic. Ex. Look, touch, or point to identify a preferred book from two presented by the teacher, who then writes [<i>Student's name</i>] likes it. EEW.4.1.b-c. Express agreement or disagreement with an opinion stated by another. Ex. After peer says, "I like apples. Do you like apples?," indicate yes or no, and the teacher writes on chart, [<i>Peer's name</i>] likes apples. [<i>Student's name</i>] (<i>does not</i>) like(s) apples. Ex. After a peer reads his own opinion piece about pets (Dogs are good pets. They walk. They do tricks.) and asks, "Do you like dogs?," indicate yes by smiling and looking up, and peer writes on his text, [<i>Student's name</i>] likes dogs, too. and reads it aloud to the student while pointing to the words. Ex. Given a picture of an activity, and a conversation about whether they like the activity, the student uses assistive technology to type letters under the picture, and after the teacher asks, "Do you like dogs because they are friendly?, Because the catch Frisbees?, etc.," the student types more when the teacher says, "Those are good reasons. Add that to your story." EEW.4.1.d. N/A</p>
--	--	--	---	--	--

Common Core ELA Pacing Guide
4th Grade

College and Career Readiness (CCR) Anchor Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.				
Strand: Writing		Cluster: Text Types and Purposes	Grade: 4	Standard 2 (W.4.2)
<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. 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. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within 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. 	<p>Quarter 1:</p>	<p>Quarter 2:</p> <p>Identify and develop:</p> <ul style="list-style-type: none"> • a topic that is clearly introduced • related-information grouped in: <ul style="list-style-type: none"> -paragraphs -sections <p>that contain:</p> <ul style="list-style-type: none"> o formatting o illustrations <p>when useful in aiding comprehension</p> <p>a topic developed with:</p> <ul style="list-style-type: none"> o facts o definitions o concrete details o quotations o other information o examples related to the topic. <ul style="list-style-type: none"> • linked ideas within categories of information using words and phrases • precise language and domain-specific vocabulary to inform about or explain the topic. • a concluding statement or section related to the information or explanation presented 	<p>Quarter 3:</p>	<p>Quarter 4:</p> <p>Identify and develop:</p> <ul style="list-style-type: none"> • a topic that is clearly introduced • related-information grouped in: <ul style="list-style-type: none"> -paragraphs -sections <p>that contain:</p> <ul style="list-style-type: none"> o formatting o illustrations <p>when useful in aiding comprehension</p> <p>a topic developed with:</p> <ul style="list-style-type: none"> o facts o definitions o concrete details o quotations o other information o examples related to the topic. <ul style="list-style-type: none"> • linked ideas within categories of information using words and phrases • precise language and domain-specific vocabulary to inform about or explain the topic. • a concluding statement or section related to the information or explanation presented

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students create pieces that inform or explain about a topic by:</p> <p>clearly introducing the topic</p> <p>grouping related information in paragraphs and sections</p> <p>purposefully including formatting, illustrations, and multimedia</p> <p>fully developing a topic through relevant facts, definitions, concrete details, and quotations</p> <p>using linking words and phrases to connect ideas within categories</p> <p>using precise word choice including domain-specific vocabulary</p> <p>ending with a relevant concluding statement or section</p>	<p>informative / explanatory texts</p> <p>examine a topic</p> <p>convey ideas and information clearly</p> <p>introduce a topic clearly</p> <p>formatting</p> <p>multimedia</p> <p>develop the topic related to the topic</p> <p>within categories</p> <p>precise language</p> <p>domain-specific vocabulary</p> <p>concluding statement or section</p> <p>related to the information or explanation</p>	<p>Students know:</p> <p>informative/explanatory texts teach readers about a topic</p> <p>informative/explanatory texts should be engaging and may be entertaining to readers</p> <p>formatting (e.g. headings), illustrations, and multimedia may aid comprehension</p> <p>informative/explanatory pieces follow a predictable structure (e.g. introduce topic, develop topic, concluding statement)</p> <p>topics are developed with facts, definitions, details, quotations, and other information</p> <p>linking words and</p>	<p>Students understand that/are able to:</p> <p>identify qualities of informative/explanatory pieces</p> <p>write informative/explanatory pieces with a predictable structure (introduce topic, develop topic, and conclusion)</p> <p>incorporate useful formatting, illustrations, and multimedia</p> <p>employ facts, definitions, details, quotations, examples, and other information to develop topics</p> <p>arrange related information together</p> <p>employ linking words and phrases to connect ideas</p> <p>include precise</p>	<p>EEW.4.2. Write to convey ideas and information clearly.</p> <p>Select a topic and related visual, tactual, or multimedia information.</p> <p>List words, facts, or details related to the topic.</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>	<p>Level IV Students will:</p> <p>EEW.4.2.a. Generate a topic and gather related visual, tactual, or multimedia information. Ex. Decide on a topic related to books read and locate related information on the Internet (e.g., The student decides to write about the author of a series of favorite books. He writes the name of the author and then uses the Internet to locate pictures of the covers of books the author has written.). Ex. Decide on a topic related to history and find information on the Internet (e.g., The student decides to write about the President of the U.S. and then uses the Internet to find a video clip of the President giving a speech and photos of the President in various meetings.).</p> <p>EEW.4.2.b. Write phrases and sentences that convey facts or details related to the topic. Ex. Write captions for pictures related to the topic (e.g., After the student decides to write about the author of a series of favorite books and selects pictures of the covers of books the author has written, the student writes captions for each picture.). Ex. Write short sentences about facts for details from videos or images related to the topic (e.g., After the student decides to write about the President of the U.S. and identifies a video clip of the President giving a speech and photos of the President in various meetings, the student writes a short sentence about the video and each image.).</p> <p>EEW.4.2.c-e. N/A</p> <p>Level III Students will:</p> <p>EEW.4.2.a. Select a topic and related visual, tactual, or multimedia information. Ex. Choose a topic from a list of three offered by the teacher and choose from a variety of objects and artifacts three to use in a writing project on the topic. Ex. After the teacher uses multimedia authoring tools to create a computer set-up that offers a choice of topics with each linked to a collection of images, videos, and sound clips that relate to the topic, use it to select a topic and then select several images, videos, and sound clips to use in a writing project on the topic. Ex. After the teacher creates a webpage (e.g., Internet Workshop, Webquest) offering choices of topics, each linked to related image, video, and sound clips, the student selects a topic and several images, videos, and sound clips.</p> <p>EEW.4.2.b. List words, facts, or details related to the topic. Ex. Write words that relate to the topic (e.g., After choosing a topic from a list of three and choosing from a variety of objects and artifacts three to use in a writing project, the student writes words that label or describe the objects.). Ex. Use a talking word processor to write words related to the topic (e.g., After using</p>

		<p>phrases and their functions</p> <p>precise language and domain-specific vocabulary are used to inform about and explain the topic</p> <p>effective conclusions relate to the information or explanation presented</p> <p>vocabulary: informative, explanatory</p>	<p>language and domain-specific vocabulary</p> <p>Students understand that informative / explanatory writing defines a selected topic and conveys facts about it.</p>		<p>multimedia software to select a topic and related images, videos, or sound clips, the student uses word prediction software with a talking word processor to write a list of words that relate to the topic. EEW.4.2.c-e. N/A</p> <p>Level II Students will: EEW.4.2.a. With guidance and support, select a topic and related visual, tactual, or multimedia information. Ex. Working with the teacher who names and points to each option, choose a topic from a list of three, and then choose from a variety of objects and artifacts three to use in a writing project. Ex. After the teacher uses multimedia authoring tools to create a computer set-up that offers a choice of topics with each linked to a collection of images, videos, and sound clips that relate to the topic, work with a peer to navigate through the set-up, first selecting a topic and then selecting several images, videos, and sound clips to use in a writing project. EEW.4.2.b. Select words, facts, or details related to the topic. Ex. After using multimedia software to select a topic and related images, videos, or sound clips, select words from a preprogrammed word bank with additional alphabet access that provide information about the topic. Ex. After working with the teacher to choose a topic and three objects and artifacts, select appropriate pictures (presented on index cards) that go with each of the objects and artifacts and then use assistive technology to write about the pictures. EEW.4.2.c-e. N/A</p> <p>Level I Students will: EEW.4.2.a. With guidance and support, select visual, tactual, or multimedia information that relate to a familiar topic. Ex. With help from peers who support physically, interact with objects and artifacts at a science display, eye gaze, touch, or look to indicate a response when offered two and asked, “Which one is a [topic]?” Ex. Working with a peer who types the name of the topic into a search engine of a video collection and helps navigate the software to view some of the videos, indicate “yes” or “no” when the peer asks, “Is this about [topic]?” EEW.4.2.b. With guidance and support, the student identifies symbols that relate to the topic. Ex. Working with the teacher who has gathered an assortment of picture communication symbols, identify symbols that relate to a stated topic (e.g., food), which the teacher then writes as words and reads aloud while pointing. Ex. Working with a speech-language pathologist, navigate through a dynamic display</p>
--	--	--	---	--	--

					communication device to find the page of symbols that relates to a particular topic (e.g., emotions, food, people, places) which are used to type whole words in a word processor. EEW.4.2.c-e. N/A
--	--	--	--	--	---

Common Core ELA Pacing Guide
4th Grade

College and Career Readiness (CCR) Anchor Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.					
Strand: Writing		Cluster: Text Types and Purposes	Grade: 4	Standard 3 (W.4.3)	
<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words and phrases to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events. 	<p>Quarter 1:</p> <p>Write a narrative to develop real or imagined experiences that:</p> <ul style="list-style-type: none"> establishes a situation, a narrator or character(s) uses dialogue, descriptions, concrete and sensory details to develop experiences, events and reveal characters uses transitional words and phrases sequences events logically establishes a conclusion aligned with sequence of events provides a conclusion 	<p>Quarter 2:</p>	<p>Quarter 3:</p>	<p>Quarter 4:</p>	

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students write narratives that include real or imagined experiences or events using descriptive details and clear event sequences by:</p> <p>establishing the situation</p> <p>introducing narrator and/or characters</p> <p>organizing an event sequence that unfolds naturally</p> <p>using dialogue and description to develop experiences and events or show the responses of characters to situations</p> <p>using varied transitional words and phrases</p> <p>using concrete words and phrases and sensory details to convey experiences and events</p>	<p>narrative</p> <p>effective technique</p> <p>clear event sequences</p> <p>event sequence that unfolds naturally</p> <p>transitional words and phrases</p> <p>concrete words and phrases</p> <p>sensory details</p> <p>conclusion</p>	<p>Students know narratives can be real or imagined and include:</p> <p>established situations</p> <p>narrators and/or characters</p> <p>event sequences that unfold naturally</p> <p>dialogue and descriptions</p> <p>a variety of transitional words and phrases</p> <p>concrete words and phrases and sensory details to convey precise details</p> <p>conclusions based on the narrated experiences or events</p> <p>vocabulary word: narrative</p>	<p>Students understand that/are able to write a narrative which includes:</p> <p>real or imagined experiences or events</p> <p>an established situation</p> <p>narrators and/or characters</p> <p>dialogue and descriptions to develop experiences and events or show the responses of characters to situations</p> <p>varied transitional words and phrases to manage the sequence of events</p> <p>concrete words and phrases and sensory details to convey experiences and events precisely</p> <p>a conclusion that</p>	<p>EEW.4.3. Select an event or personal experience and write about it.</p> <p>Write about two events in sequence related to a personal experience.</p> <p>List words that describe an event or personal experience to use when writing about it.</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>	<p>Level IV Students will: EEW.4.3.a. Select an event or personal experience and write about it including three events in sequence. Ex. Write a short narrative beginning by writing what the event was (e.g., <i>go shopping</i>) and including three events (e.g., <i>Go to mall. Buy phone. Eat.</i>). Ex. Write a short story about forgetting lunch in mom’s car including three events (e.g., <i>No lunch. In car mom. Pay lunch school.</i>). EEW.4.3.b. Write about an event or personal experience using describing words and phrases. Ex. Write about going shopping (<i>go shopping</i>) and include describing words (e.g., <i>Go to big mall. Buy great phone. Eat. Yummy.</i>). Ex. Write about forgetting lunch in mom’s car including describing words (e.g., <i>No lunch. In car mom mad. Pay lunch school. Yuck</i>). EW.4.3.c-e. N/A</p> <p>Level III Students will: EEW.4.3.a. Write about two events in sequence related to a personal experience. Ex. Write a short narrative beginning by writing what the event was (e.g., <i>go shopping</i>) and including two events (e.g., <i>Go to mall. Eat.</i>). Ex. Write a short story about forgetting lunch in mom’s car including two events (e.g., <i>No lunch box. Pay lunch school.</i>). Ex. Write about two events in sequence that happened during their school day (e.g., <i>Go to gym. Play.</i>). EEW.4.3.b. List words that describe an event or personal experience to use when writing about it. Ex. Before writing about going shopping, list words that describe the event (e.g., <i>Fun, good</i>). Ex. After sharing a story about forgetting lunch in mom’s car (e.g., <i>No lunch box. Pay lunch school.</i>), list words that describe the experience (e.g., <i>mad, bad, yuk [yuck]</i>). EW.4.3.c-e. N/A</p> <p>Level II Students will: EEW.4.3.a. Write about an event or personal experience. Ex. Write about going shopping with mom (e.g., <i>go shop mom</i>) and in answer to the teacher’s question, “What did you do next,” add second event (e.g., <i>eat ice cream</i>). Ex. Write about buying lunch at school because he or she left his or her lunch in their mom’s car (e.g., <i>pay lunch</i>).</p>

<p>precisely</p> <p>providing a conclusion that follows from narrated experiences or events</p>			<p>follows from the narrated experience or event</p> <p>Students understand that an author reflects on his/her life by writing a narrative to convey a real or imagined experience or event.</p>		<p>Ex. After listening to a story, put pictures of two events in the order they occurred in the story and then write a caption for each (e.g., <i>Fell in river. Got out on log.</i>).</p> <p>EEW.4.3.b. Select words that describe an event or personal experience when writing about it.</p> <p>Ex. After the teacher leads a group of students in brainstorming a list of words that could describe something, select words from the list to describe the event or experience they are writing about.</p> <p>Ex. Use a page of adjectives programmed in a voice output communication device to select words that describe the event or experience.</p> <p>EEW.4.3.c-e. N/A</p> <p>Level I Students will:</p> <p>EEW.4.3.a. With guidance and support, communicate about an event or personal experience.</p> <p>Ex. Given help navigating to the correct page in a multiple message voice output device, select a message to report on a personal experience to use in shared writing (e.g., <i>I went to my dad's softball game. They won.</i>) and then use assistive technology to type letters and/or words on that topic.</p> <p>Ex. Having worked with an adult to negotiate the messages to include in a social script programmed on a sequential message voice output device, engage in appropriate turn taking and use the switch to share the information (e.g., Each question or sentence is delivered one at a time with a pause for the partner to respond. The sequenced device might say, "Guess what I did yesterday! It was really special. I went to the movies. Have you been to the movies?") and then use assistive technology to type letters and/or words on that topic.</p> <p>EEW.4.3.b. With guidance and support, select a word that describes himself or herself.</p> <p>Ex. Given a choice of <i>boy</i> and <i>girl</i>, select the correct one to describe oneself.</p> <p>Ex. Given a choice of <i>happy</i> and <i>sad</i>, choose the word that describes oneself.</p> <p>EEW.4.3.c-e. N/A</p>
---	--	--	--	--	---

Common Core ELA Pacing Guide
4th Grade

College and Career Readiness (CCR) Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.					
Strand: Writing		Cluster: Production and Distribution of Writing	Grade: 4	Standard 4 (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.)	Quarter 1: Identify the reason for writing a piece to decide on: <ul style="list-style-type: none"> • task • purpose • audience Determine suitable: idea development strategies, organization, appropriate to task, purpose, and audience	Quarter 2: Identify the reason for writing a piece to decide on: <ul style="list-style-type: none"> • task • purpose • audience Determine suitable: idea development strategies, organization, appropriate to task, purpose, and audience	Quarter 3: Identify the reason for writing a piece to decide on: <ul style="list-style-type: none"> • task • purpose • audience Determine suitable: idea development strategies, organization, appropriate to task, purpose, and audience	Quarter 4:	
	Produce a writing piece that is clear and cohesive with: <ul style="list-style-type: none"> • idea development • organization appropriate to task, purpose, and audience	Produce a writing piece that is clear and cohesive with: <ul style="list-style-type: none"> • idea development • organization appropriate to task, purpose, and audience	Produce a writing piece that is clear and cohesive with: <ul style="list-style-type: none"> • idea development • organization appropriate to task, purpose, and audience		
	(Note: Writing Standards 5,6,7 are supporting standards)	(Note: Writing Standards 5,6,7 are supporting standards)	(Note: Writing Standards 5,6,7 are supporting standards)	(Note: Writing Standards 5,6,7 are supporting standards)	

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students:</p> <p>are flexible in their use of development and organization to create clear and coherent writing appropriate to task, purpose, and audience</p> <p>apply this skill to all types of writing (opinion, informative/explanatory, and narrative)</p>	<p>clear and coherent writing</p> <p>development and organization appropriate to task, purpose, and audience</p> <p>grade-specific expectations</p>	<p>Students know:</p> <p>qualities of clear and coherent writing</p> <p>purposes for a variety of types of writing</p> <p>potential audiences for a variety of types of writing</p> <p>techniques for developing ideas</p> <p>techniques for organizing writing</p>	<p>Students understand that/are able to:</p> <p>produce clear and coherent writing</p> <p>analyze a writing task to determine what is required</p> <p>adapt writing to fulfill a specific purpose</p> <p>adapt writing to meet the needs of an audience</p> <p>develop ideas in a way appropriate to task and purpose</p> <p>organize thoughts in a way appropriate to task and purpose</p> <p>apply these skills to a variety of types of writing</p> <p>Students understand that clear and coherent writing pieces are organized and developed based on task, purpose, and audience.</p>	<p>EEW.4.4. Produce writing that expresses more than one idea with a logical organization.</p>	<p>Level IV Students will: EEW.4.4. Produce writing that expresses multiple ideas with a logical organization. Ex. Write about a personal experience and include multiple events in sequential order. Ex. Write about a science topic including a topic sentence and then adding multiple sentences with details about the topic. Ex. Write about a personal experience and include a beginning, middle, and end.</p> <p>Level III Students will: EW.4.4. Produce writing that expresses more than one idea with a logical organization. Ex. Write about a science topic including a topic sentence and then, following group brainstorming, add two details about the topic. Ex. Write about a personal experience and include a first-then sequence.</p> <p>Level II Students will: EEW.4.4. With guidance and support, produce writing that expresses more than one idea with a logical organization. Ex. Given a template, fill in the topic and then complete two sentences by filling in details about the topic. Ex. Recall two events from a personal experience, write them, and then work with the teacher to determine which happened first.</p> <p>Level I Students will: EEW.4.4. With guidance and support, recognize a first-then sequence. Ex. While working on putting together a visual schedule for the day, the teacher shows the student a symbol for an activity and says, “First, we have reading. Then, what do we do?,” she holds up two symbols and the student selects the next activity, and the teacher writes each on a personal schedule (e.g., <i>First, reading. Then, math.</i>). Ex. When coming into the classroom first thing in the morning, an adult asks, “What do you do first?” After the student answers or completes the first task, the adult says, “Then what?” and the student responds or completes the next step, and in morning circle, the teacher helps the student recall these activities and complete a simple text (e.g., <i>First, John hung up his coat. Then, he chose hot lunch.</i>).</p>

Common Core ELA Pacing Guide
4th Grade

College and Career Readiness (CCR) Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.				
Strand: Writing		Cluster: Production and Distribution of Writing	Grade: 4	Standard 5 (W.4.5)
<p>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.)</p>	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
			<p>With guidance and support from peers and adults, students apply the strategies of :</p> <ul style="list-style-type: none"> • planning • revising • editing • rewriting • trying a new approach <p>to strengthen writing.</p> <p>With guidance and support from peers and adults, students apply the strategies of :</p> <ul style="list-style-type: none"> • planning • revising • editing • rewriting • trying a new approach <p>to strengthen writing.</p>	<p>With guidance and support from peers and adults, students apply the strategies of :</p> <ul style="list-style-type: none"> • planning • revising • editing • rewriting • trying a new approach <p>to strengthen writing.</p>

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students, with guidance and support from peers and adults, develop and strengthen writing by:</p> <p>planning</p> <p>revising</p> <p>editing</p>	<p>guidance and support from peers and adults</p> <p>develop and strengthen writing as needed</p> <p>planning</p> <p>revising</p> <p>editing</p>	<p>Students know:</p> <p>when to use guidance and support from peers and adults</p> <p>qualities of well-developed and strong writing</p> <p>techniques for planning writing</p> <p>techniques for revising writing</p> <p>techniques for editing writing</p> <p>vocabulary: plan, edit, revise</p>	<p>Students understand that/are able to:</p> <p>use adult and peer guidance and support to strengthen writing</p> <p>plan writing</p> <p>revise writing</p> <p>edit writing</p> <p>produce writing that is well-developed and strong</p> <p>Students understand that planning, revising, and editing are critical to the development of strong writing pieces.</p>	<p>EEW.4.5. With guidance and support from adults and peers, plan by brainstorming and revise own writing by adding more information.</p>	<p>Level IV Students will: EEW.4.5. With materials and peer supports, plan by brainstorming and revise own writing by adding more information. Ex. Use a simple checklist, 1. Brainstorm, 2. Write e-mail, 3. Read, 4. Add one related question, 5. Spellcheck. Ex. Using a template in a visual planning tool, choose a topic, add notes, elaborate as text, share with peer, add more information to draft. Level III Students will: EEW.4.5. With guidance and support from adults and peers, plan by brainstorming and revise own writing by adding more information. Ex. Working with a group of peers, brainstorm a list of words to use in own writing, write a draft, and after receiving peer feedback, use more of the words in the draft. Ex. After sharing own writing with an adult, revise it by adding more based on the adult’s feedback. Ex. Taking turns with a peer, brainstorm ideas for a poem and alternate writing lines of the poem using peer’s ideas to increase quality and length of contributions as poem progresses. Level II Students will: EEW.4.5. With guidance and support from adults and peers, brainstorm words to include in own writing. Ex. With an adult who models how to navigate a multiple message voice output device and selects words to model, select words to contribute to the group brainstorm about a topic. Ex. Working with a small group of peers, contribute meaningful words to a brainstorming session about a writing topic. Level I Students will: EEW.4.5. With guidance and support from peers, participate in group brainstorming of words to include in writing. Ex. Given a preprogrammed multiple message voice output device, select words to contribute to the group brainstorming session, and working with teacher, contribute to the group text (e.g., <i>BD FI</i> [bird fly]). Ex. Having listened to a simple, repeated line text, discuss the structure, and create additional text in a small, teacher-led group (e.g., If you give a mouse a [something], he’s going to want [something else that goes with it]).</p>

Common Core ELA Pacing Guide
4th Grade

College and Career Readiness (CCR) Anchor Standard 6 : Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.				
Strand: Writing		Cluster: Production and Distribution of Writing	Grade: 4	Standard 6 (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.	Quarter 1:	Quarter 2: With some guidance and support use technology, including the Internet to : <ul style="list-style-type: none"> • evaluate the appropriate technology tools to: • know how to use word processing to develop, revise, edit, and publish writing • use keyboarding skills to type one page or more in a single sitting to communicate and collaborate with others	Quarter 3:	Quarter 4: With some guidance and support use technology, including the Internet to : <ul style="list-style-type: none"> • evaluate the appropriate technology tools to: • know how to use word processing to develop, revise, edit, and publish writing • use keyboarding skills to type one page or more in a single sitting to communicate and collaborate with others

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students, with some guidance and support from adults:</p> <p>use technology to produce and publish writing</p> <p>use technology to interact and collaborate with others</p> <p>use the Internet to produce and publish writing</p> <p>use the Internet to interact and collaborate with others</p> <p>demonstrate sufficient command of keyboarding skills by typing a minimum of one page in a single sitting</p>	<p>some guidance and support from adults</p> <p>use technology, including the Internet</p> <p>produce</p> <p>publish</p> <p>interact and collaborate with others</p> <p>sufficient command of keyboarding skills</p> <p>minimum of one page in a single sitting</p>	<p>Students know:</p> <p>when to use guidance and support from adults</p> <p>technology can be used to produce and publish writing</p> <p>the Internet can be used to produce and publish writing</p> <p>techniques for using technology to interact and collaborate with others</p> <p>techniques for using the Internet to interact and collaborate with others</p> <p>vocabulary: technology, Internet, interact, collaborate, keyboard</p>	<p>Students understand that/are able to:</p> <p>use adult guidance and support</p> <p>use technology to produce and publish writing</p> <p>use the Internet to produce and publish writing</p> <p>use technology to interact and collaborate with others</p> <p>use the Internet to interact and collaborate with others</p> <p>use keyboarding skills</p> <p>type a minimum of one page in a single sitting</p> <p>Students understand that technology, including the Internet, may be used efficiently, through skillful keyboarding,</p>	<p>EEW.4.6. With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others.</p>	<p>Level IV Students will: EEW.4.6. Use technology, including the Internet, to produce and publish writing while interacting and collaborating with others. Ex. Use the Internet with a screen reader to locate information and then use the information to write a text to be shared with the group (e.g., Internet Workshop format). Ex. Assist a peer to produce and record a collaborative writing project. Ex. Use a word processor with word prediction software to compose and respond to text messages or blog entries. Ex. Use a comic software program with a peer to write and illustrate a story.</p> <p>Level III Students will: EEW.4.6. With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others. Ex. With guidance and support from adults, use the Internet with a screen reader to locate information and then use the information to write a portion of a group text. Ex. With guidance and support from adults, use an alternative keyboard while a peer uses a standard keyboard for the pair to work together in producing a collaborative writing project. Ex. With guidance and support from adults, use a communication device to compose a message and then print it off or have another person write it down. Ex. With guidance and support from adults, use comic creation software to write and illustrate a story with a peer.</p> <p>Level II Students will: EEW.4.6. With guidance and support from adults, use technology to produce writing. Ex. Working with the teacher in a small peer group, use a switch to scan through choices in an onscreen word bank and select words to produce writing to be included in the class summary of the day’s activities. Ex. Working with an adult and word prediction software, select a letter on the keyboard, scan through the choices that are produced by the word prediction software, and select a word to produce writing to contribute to a peer’s text. Ex. With an adult and working with a peer, use a PECS book with symbols to create a sentence (e.g., “I want _____.” or “I see ____.”) for a collaborative, repeated line text.</p> <p>Level I Students will: EEW.4.6. With guidance and support from adults, use technology to communicate. Ex. With guidance and support from an adult, use a multiple message voice output device to make a choice, which a teacher adds to a small group repeated line text (e.g.,</p>

			to effectively produce and publish writing as well as interact and collaborate with others.		<p><i>John likes pizza. Kate likes french fries.</i>)</p> <p>Ex. With guidance and support from an adult, use an app on a tablet device to make a comment, which the teacher adds to a group chart of possible writing topics (e.g., The student comments, “Nice day.” The teacher responds, “That’s a good idea. We could write about the weather. I’ll write <i>weather</i> on our chart.”).</p>
--	--	--	---	--	--

Common Core ELA Pacing Guide
4th Grade

College and Career Readiness (CCR) Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.				
Strand: Writing		Cluster: Build and Present Knowledge	Grade: 4	Standard 7 (W.4.7)
Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Quarter 1:	Quarter 2: Identify aspects of research Select research topic Identify resources for research investigation Conduct short research projects that investigate different aspects of a topic	Quarter 3:	Quarter 4:

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students:</p> <p>conduct short research projects about topics of individual interest to build understandings of different aspects of topics</p>	<p>conduct short research projects</p> <p>build knowledge</p> <p>investigation of different aspects of a topic</p>	<p>Students know:</p> <p>research is a way to build knowledge</p> <p>steps in the research process (i.e. define question, locate resources, evaluate and use information, organize findings, share findings, etc.)</p> <p>thorough research investigates multiple facets of a topic</p> <p>vocabulary: research process</p>	<p>Students understand that/are able to:</p> <p>select a topic for short research</p> <p>locate resources to learn about topic</p> <p>consider different aspects of the topic</p> <p>use a graphic organizer to record thoughts</p> <p>build knowledge about a topic through research</p> <p>Students understand that research is a way to build a multi-faceted understanding of a topic.</p>	<p>EEW.4.7. Gather information about a topic from two or more sources for a group research project.</p>	<p>Level IV Students will: EEW.4.7. Gather information about a topic from multiple sources for a group research project. Ex. Use sticky notes to mark pages in several books where there is relevant information, and then write that information in a group research project. Ex. Given screen reading software that reads the text on a webpage, explore two or more websites to identify relevant information and then include that information in a group research project.</p> <p>Level III Students will: EEW.4.7. Gather information about a topic from two or more sources for a group research project. Ex. Using two sources on lions, find out about where they live, what they eat, and how they live (e.g., in groups/families or alone) and use that information in a group research project. Ex. Given screen reading software that reads the text on a webpage, read from two or more websites and identify information to include in a group research project. Ex. Use a library book with accompanying video to find facts about a research topic (e.g., dinosaurs or fossils) and contribute that information to a group presentation on the topic.</p> <p>Level II Students will: EEW.4.7. With guidance and support, gather information about a topic from one source for a group research project. Ex. Given a text displayed on an interactive whiteboard, work with a peer to identify one piece of information to include in a group research project. Ex. Given screen reading software that reads the text on a webpage, work with peers to identify information to include in a group research project.</p> <p>Level I Students will: EEW.4.7. With guidance and support, explore one source of information for a group project. Ex. Use a single switch to advance through the pages of a digitized text, choose one page, type letters about it, and have the teacher write one relevant detail in a partner text (e.g., The teacher says, “I could take your C right there and write <i>CATS</i> and your N and write <i>NAP. CATS NAP.</i>”). Ex. Explore a webpage with a screen reader on a tablet device, choose one piece of information, type letters about it, and have the teacher model the process (e.g., The teacher says, “Yes, you wrote about airplanes. The webpage says, “Airplanes fly high.” I’m going to write, “Airplanes fly high.”).</p>

Common Core ELA Pacing Guide
4th Grade

College and Career Readiness (CCR) Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.				
Strand: Writing		Cluster: Build and Present Knowledge	Grade: 4	Standard 8 (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.	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
		Identify relevant information in a passage Recall and gather relevant information from experience Gather relevant information from print and digital sources Categorize information Distinguish between relevant and irrelevant information Take notes Provide source list		Identify relevant information in a passage Recall and gather relevant information from experience Gather relevant information from print and digital sources Categorize information Distinguish between relevant and irrelevant information Take notes Provide source list

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students:</p> <p>recall relevant information from experiences</p> <p>gather relevant information from print and digital sources</p> <p>take notes</p> <p>categorize information</p> <p>provide a list of sources</p>	<p>recall relevant information</p> <p>gather relevant information from print and digital sources</p> <p>take notes</p> <p>categorize information</p> <p>provide a list of sources</p>	<p>Students know:</p> <p>the difference between print and digital sources</p> <p>techniques for taking notes on sources</p> <p>techniques for categorizing information</p> <p>what to include in a list of sources</p> <p>vocabulary: relevant information, print, digital sources, notes, categorize, sources</p>	<p>Students understand that/are able to:</p> <p>recall relevant information from experience</p> <p>locate relevant information from print and digital sources</p> <p>take notes on sources</p> <p>sort evidence into categories</p> <p>provide list of sources</p> <p>Students understand that research involves recalling experiences or gathering relevant information from listed print and digital sources.</p>	<p>EEW.4.8. Recall information from personal experiences and sort into provided categories.</p>	<p>Level IV Students will: EEW.4.8. Recall and record information from personal experiences or gather relevant information from print and digital sources, and sort into categories. Ex. Recall information from a vacation to the beach on sticky notes and then sort the information into two self-selected categories (e.g., things done and things seen). Then, copy each category into a short list. Ex. Recall things the group did in completing a science project on a whiteboard and then sort by dragging them into two self-selected categories (e.g., things the student did and things others did). Then, copy each category into a short list.</p> <p>Level III Students will: EEW.4.8. Recall information from personal experiences and sort into provided categories. Ex. Recall information from a vacation to the beach on sticky notes and then sort the information into two categories provided by the teacher, <i>Things I Did</i> and <i>Things I Saw</i>. Ex. Recall things the group did in completing a science project on a whiteboard and then sort by dragging them into two categories provided by the teacher, <i>Things I Did</i> and <i>Things Someone Else Did</i>.</p> <p>Level II Students will: EEW.4.8. With guidance and support, recall information from personal experiences and sort into provided categories. Ex. Working with a teacher who writes down information as the student recalls it, indicate in which category it belongs as the teacher rereads each piece of information. Ex. Working with the teacher, recall things the group did in completing a science project and as the teacher rereads each item, indicate whether they did it or someone else did it.</p> <p>Level I Students will: EEW.4.8. With guidance and support from an adult, select photos, symbols, or other artifacts from personal experiences and use assistive technology to type letters to go with the artifacts. Ex. Working with a teacher, decide whether artifacts should be included in her remnant book. Ex. Working with an adult, identify photos of herself at a recent event and type letters to go with the photo or observe as the teacher writes what is said.</p>

Common Core ELA Pacing Guide
4th Grade

College and Career Readiness (CCR) Anchor Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.					
Strand: Writing		Cluster: Text Types and Purposes	Grade: 4	Standard 9 (W.4.9)	
Draw evidence from literary or informational texts to support analysis, reflection, and research. <ol style="list-style-type: none"> a. Apply grade 4 Reading standards 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]."). b. 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"). 	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:	
		Identify key ideas and details which provide evidence to support conclusions about the text accessed through research Cite textual evidence to support analysis of what the text says explicitly Draw evidence from key ideas and details as support for research Analyze key ideas and details in a text as evidence for support understanding of text Reflect on key ideas and details in a text as evidence for support understanding of text	Cite textual evidence to support analysis of what the text says explicitly Analyze key ideas and details in a text as evidence for support understanding of text Reflect on key ideas and details in a text as evidence for support understanding of text		

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students critically read literature and informational texts to draw evidence in support of analysis, reflection, and research by:</p> <p>describing in depth a character, setting, or event in a story or drama, drawing on specific details in the text</p> <p>explaining how an author uses reasons and evidence to support particular points in a text</p>	<p>literary text</p> <p>informational text</p> <p>analysis</p> <p>reflection</p> <p>research</p> <p>grade 4 reading standards</p>	<p>Students know:</p> <p>elements of analytical, reflective, and research-based writing</p> <p>varying techniques for critical reading of literature and informational texts</p> <p>techniques for note-taking during and after reading</p> <p>techniques for composing academic writing including descriptions, explanations, and comparisons and contrasts</p> <p>vocabulary: evidence, literary text, informational text, analysis, reflection, research</p>	<p>Students understand that/are able to:</p> <p>compose an analytical, reflective, or research-based piece in response to a literary or informational text</p> <p>analyze a prompt about a text to determine what is being asked</p> <p>form ideas in response to a prompt about a text</p> <p>support ideas with evidence from a text</p> <p>Students understand that analysis, reflection, and research are strengthened by citing relevant evidence from appropriate texts.</p>	<p>EEW.4.9. Recall information from literary and informational text to support writing.</p> <p>Apply Essential Elements of Grade 4 Reading Standards to literature (e.g., “Use details from text to describe a character in a story.”).</p> <p>Apply Essential Elements of Grade 4 Reading Standards to informational text (e.g., “Use details from the text to recount what the text says.”).</p>	<p>Level IV Students will:</p> <p>EEW.4.9.a. Apply <i>Essential Elements of Grade 4 Reading Standards</i> in depth to literature (e.g., “Use multiple details from text to describe a character in a story.”). Ex. After selecting multiple details from the story to describe a character’s words and actions, write about them. Ex. After selecting multiple details from the story to describe a character’s words and actions, compare the character to themselves.</p> <p>EEW.4.9.b. Apply <i>Essential Elements of Grade 4 Reading Standards</i> in depth to informational text (e.g., “Use multiple details from the text to recount what the text says.”). Ex. After selecting multiple details from the story to recount the text, write a summary. Ex. After selecting multiple details from the story to recount the text, compare the story to a personal experience.</p> <p>Level III Students will:</p> <p>EEW.4.9.a. Apply <i>Essential Elements of Grade 4 Reading Standards</i> to literature (e.g., “Use details from text to describe a character in a story.”). Ex. After selecting correct details from the story to describe a character, write about them. Ex. Use details from the story to create a written description of a character.</p> <p>EEW.4.9.b. Apply <i>Essential Elements of Grade 4 Reading Standards</i> to informational text (e.g., “Use details from the text to recount what the text says.”). Ex. Having read a text to identify details to recount the text, write a recount. Ex. After using text projected on an interactive whiteboard to underline details, and then using those underlined details in recounting the text, write a recount of the text.</p> <p>Level II Students will:</p> <p>EEW.4.9.a. With guidance and support, apply <i>Essential Elements of Grade 4 Reading Standards</i> to literature (e.g., “Use details from text to describe a character in a story.”). Ex. After repeated reading or listening to a text, work with the teacher to write a description of a character in the story. Ex. After a shared reading of a familiar text, with guidance and support to type the describing words in a text, use the typed information to create a written description of the character. Ex. After working with the teacher to list character actions and words, with guidance and support, complete a template description (e.g., [Character’s name] is [descriptor] because in this story he [action supporting descriptor choice]. He is [same descriptor] when he says [quote] and when he [another action].).</p>

					<p>Level I Students will:</p> <p>EEW.4.9.a. With guidance and support, participate in writing tasks that follow shared reading of literary text. Ex. After participating in shared reading of a book, use a single message voice output device to contribute an idea to a shared writing project. Ex. After participating in a shared reading of a book, indicate “yes” or “no” to a list of adjectives describing the setting (e.g., <i>hot, warm, cold, windy, wet, dry</i>), which the teacher then writes down (e.g., <i>This story takes place in the desert. It is hot. It is dry.</i>).</p> <p>EW.4.9.b. With guidance and support, participates in writing tasks that follow shared reading of informational text. Ex. After participating in shared reading of a book, use a single message voice output device to contribute an idea to a shared writing project. Ex. After participating in a shared reading, select three pictures from the text with Level IV Students, and take turns typing about each picture, and then listen and observe as Level IV Students points to and reads aloud the finished product.</p>
--	--	--	--	--	--

Common Core ELA Pacing Guide
4th Grade

College and Career Readiness (CCR) Anchor Standard 10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Strand: Writing	Cluster: Range of Writing		Grade: 4	Standard 10 (W.4.10)
<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Quarter 1:</p> <p>Identify the various purposes for writing</p> <p>Identify and understand the various organizational structures related to different genres or purposes for writing</p> <p>Write routinely and determine:</p> <ul style="list-style-type: none"> • when to write for short or extended time frames for a range of discipline-specific tasks, purposes, and audiences • the appropriate organizational structure needed for specific audiences and purposes 	<p>Quarter 2:</p> <p>Identify the various purposes for writing</p> <p>Identify and understand the various organizational structures related to different genres or purposes for writing</p> <p>Write routinely and determine:</p> <ul style="list-style-type: none"> • when to write for short or extended time frames for a range of discipline-specific tasks, purposes, and audiences • the appropriate organizational structure needed for specific audiences and purposes 	<p>Quarter 3:</p> <p>Identify the various purposes for writing</p> <p>Identify and understand the various organizational structures related to different genres or purposes for writing</p> <p>Write routinely and determine:</p> <ul style="list-style-type: none"> • when to write for short or extended time frames for a range of discipline-specific tasks, purposes, and audiences • the appropriate organizational structure needed for specific audiences and purposes 	<p>Quarter 4:</p> <p>Identify the various purposes for writing</p> <p>Identify and understand the various organizational structures related to different genres or purposes for writing</p> <p>Write routinely and determine:</p> <ul style="list-style-type: none"> • when to write for short or extended time frames for a range of discipline-specific tasks, purposes, and audiences • the appropriate organizational structure needed for specific audiences and purposes

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>With practice and support, students:</p> <p>produce writing for a range of tasks, purposes, and audiences, including writing in short and/or extended time frames.</p>	<p>write routinely</p> <p>range of tasks, purposes, and audiences</p> <p>extended time frames</p> <p>shorter time frames</p>	<p>Students know:</p> <p>techniques for writing in short and/or extended time frames</p> <p>task specific writing procedures</p> <p>techniques for creating writing appropriate for specific audiences and purposes</p>	<p>Students understand that/are able to:</p> <p>complete various pieces of writing over varying lengths of time</p> <p>organize clear and coherent pieces of writing for a variety of reasons and in a variety of settings</p> <p>Students understand that writing pieces are organized and developed based on task, audience, and purpose.</p>	<p>EEW.4.10. Write routinely for a variety of tasks, purposes, and audiences.</p>	<p>Level IV Students will: EEW.4.10. Write routinely with elaboration for a variety of tasks, purposes, and audiences. Ex. Write a note using descriptive words to include in the home-school notebook. Ex. Send an e-mail to a friend that includes descriptive adjectives or other details about a recent activity.</p> <p>Level III Students will: EEW.4.10. Write routinely for a variety of tasks, purposes, and audiences. Ex. Write a note to include in the home-school notebook. Ex. Send an e-mail to a friend. Ex. Write labels to go with a display for a group research project.</p> <p>Level II Students will: EEW.4.10. With guidance and support, write routinely for a variety of tasks, purposes, and audiences. Ex. Using a preprogrammed word bank and alphabet access on the computer, write a note to include in the home-school notebook. Ex. Using a template with steps to follow, send an e-mail to a friend. Ex. With guidance and support, write labels to go with a display for a group research project.</p> <p>Level I Students will: EEW.4.10. With guidance and support, communicate routinely for a variety of purposes and audiences. Ex. Use a multiple message voice output device as the teacher writes the message and rereads it aloud as the student observes and listens. Ex. Using a multiple message voice output device and given modeling from an adult communication partner, tell how they feel, as the partner writes it down and then rereads it aloud as the student observes and listens.</p>

Common Core ELA Pacing Guide
4th Grade

College and Career Readiness (CCR) Anchor Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.				
Strand: Speaking and Listening		Cluster: Comprehension and Collaboration	Grade: 4	Standard 1 (SL.4.1)
<p>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>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 explain their own ideas and understanding in light of the discussion.</p>	<p>Quarter 1: Engage in a variety of discussions by sharing acquired and prior knowledge of grade 4 topics and texts</p> <p>Listen actively to discussions and presentations</p> <p>Follow agreed-upon rules during discussion</p> <p>Carry out assigned roles during discussions</p> <p>Pose and respond to specific questions to clarify understanding of discussion or presentation</p> <p>Connect comments to the remarks of others</p> <p>Justify responses by providing evidence to support reasons</p> <p>Express ideas clearly</p>	<p>Quarter 2: Engage in a variety of discussions by sharing acquired and prior knowledge of grade 4 topics and texts</p> <p>Listen actively to discussions and presentations</p> <p>Follow agreed-upon rules during discussion</p> <p>Carry out assigned roles during discussions</p> <p>Pose and respond to specific questions to clarify understanding of discussion or presentation</p> <p>Connect comments to the remarks of others</p> <p>Justify responses by providing evidence to support reasons</p> <p>Express ideas clearly</p>	<p>Quarter 3: Engage in a variety of discussions by sharing acquired and prior knowledge of grade 4 topics and texts</p> <p>Listen actively to discussions and presentations</p> <p>Follow agreed-upon rules during discussion</p> <p>Carry out assigned roles during discussions</p> <p>Pose and respond to specific questions to clarify understanding of discussion or presentation</p> <p>Connect comments to the remarks of others</p> <p>Justify responses by providing evidence to support reasons</p> <p>Express ideas clearly</p>	<p>Quarter 4: Engage in a variety of discussions by sharing acquired and prior knowledge of grade 4 topics and texts</p> <p>Listen actively to discussions and presentations</p> <p>Follow agreed-upon rules during discussion</p> <p>Carry out assigned roles during discussions</p> <p>Pose and respond to specific questions to clarify understanding of discussion or presentation</p> <p>Connect comments to the remarks of others</p> <p>Justify responses by providing evidence to support reasons</p> <p>Express ideas clearly</p>

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students engage effectively in a range of discussions with a variety of participants, demonstrating the ability to:</p> <p>be prepared by reading or studying required materials</p> <p>explore and use ideas gained from preparation</p> <p>follow agreed-upon rules for discussion</p> <p>carry out assigned discussion roles</p> <p>pose and respond to specific questions to clarify or follow up</p> <p>make comments that contribute to discussion</p> <p>make comments that link to the remarks of others</p> <p>review key ideas</p>	<p>engage effectively</p> <p>range of collaborative discussions</p> <p>diverse partners</p> <p>grade 4 topics and texts</p> <p>building on others' ideas</p> <p>come to discussions prepared</p> <p>agreed-upon rules for discussions</p> <p>assigned roles</p> <p>link to the remarks of others</p>	<p>Students know:</p> <p>techniques to prepare for discussions</p> <p>agreed-upon rules for discussions</p> <p>techniques to pose and respond to questions</p> <p>asking questions aids understanding</p> <p>techniques to link their remarks to the remarks of others</p> <p>the value of reviewing key ideas expressed during the discussion</p> <p>how to explain their own ideas</p>	<p>Students understand that/are able to:</p> <p>prepare for collaborative discussions</p> <p>use information gained during preparation to explore ideas</p> <p>listen attentively to discussions about grade 4 topics and texts</p> <p>contribute to discussions about grade 4 topics and texts</p> <p>follow agreed-upon rules for discussion</p> <p>link their comments to the remarks of others</p> <p>discuss topics or text one-on-one or in groups</p> <p>participate in teacher-</p>	<p>EESL.4.1.a. Participate in communicative exchanges to communicate directly with peers in multi-turn exchanges.</p> <p>Contribute ideas from prior knowledge and experience during discussions about text.</p> <p>Take turns in discussions with others.</p> <p>Ask and answer questions about information presented by others.</p> <p>Identify the key ideas of the discussion.</p>	<p>Level IV Students will:</p> <p>EESL.4.1.a. Initiate conversations about text drawing upon prior knowledge and experience. Ex. Before rereading a familiar poem with a small group, initiate comment on the poem (e.g., The student says, "I like. Think about grandma.""). Ex. During a literature circle discussion of a book read by the entire group, initiates a conversation (e.g., The student says about a favorite character, "Man is good." "Story made me happy."") Ex. While working with a group on a project, point to an illustration in text and use a multiple message communication system (e.g., The student uses the system to say, "I see it. Museum. Big, Big, Big."").</p> <p>EESL.4.1.b. Take turns in a range of collaborative discussions with others (e.g., one-on-one, large and small groups, and teacher-led). Ex. Attend to the teacher in a one-on-one interaction until the teacher is finished; then, add own comments signaling when finished by making eye contact; and then, waiting again for teacher to finish. Ex. Attend to another member of a small group until peer is finished; then, add own comments and wait for another peer to finish before adding more.</p> <p>EESL.4.1.c. Ask and answer questions about information presented by others and to clarify points in the discussion. Ex. Ask, "Did that really happen?" in response to peer telling a story about seeing a tomato bigger than a basketball. When peer says "No, but do you think it could?," the student responds. Ex. Answer the question, "How big was the tomato?" after a peer tells a story about seeing a tomato bigger than a basketball. Then, the student asks, "Is that real?"</p> <p>EESL.4.1.d. Identify and respond to the key ideas of the discussion and explain own ideas. Ex. Respond to questions to identify key ideas in a discussion (e.g., When a peer stops talking, the teacher asks, "What was she telling us about?" The student responds, "Farmer's market. Big tomato." Then, the teacher asks, "What do you think?" The student responds, "Is it real?"). Ex. Use a multiple message communication system to identify the topic when asked, "What are we talking about?" and then say, "Tell me more."</p> <p>Level III Students will:</p> <p>EESL.4.1.a. Contribute ideas from prior knowledge and experience during discussions about text.</p>

<p>expressed</p> <p>explain their own ideas and understanding</p>			<p>led discussions</p> <p>ask and answer clarifying questions</p> <p>ask for and provide more information</p> <p>review key ideas expressed during the discussion</p> <p>explain their own ideas</p> <p>Students understand that engaging in effective discussions involve preparation, listening, clarifying, reviewing key ideas, and explaining their own ideas.</p>		<p>Ex. Recall an idea about the sun from a trip to the planetarium that would add to the discussion about our solar system.</p> <p>Ex. Recall an idea from reading about hurricanes that would add to a discussion about natural disasters.</p> <p>Ex. Using switches, recall an idea from class when asked, “What did you learn in school today?”</p> <p>EESL.4.1.b. Take turns in discussions with others.</p> <p>Ex. Address comments to peers when taking turns in a structured activity.</p> <p>Ex. Wait for a peer to finish speaking before adding own comments through two cycles of turns.</p> <p>EESL.4.1.c. Ask and answer questions about information presented by others.</p> <p>Ex. Responds to teacher’s question about peer’s story, “Are most tomatoes bigger than a basketball?” with “No!” When teacher says, “What do you want to know?,” the student says, “Is that real?”</p> <p>Ex. After a peer completes a class presentation about a state hero, ask, “What happened to him?” The peer says, “He won the war. Do you remember the name of the war?,” students answer.</p> <p>EESL.4.1.d. Identify the key ideas of the discussion.</p> <p>Ex. Use a voice output system to say, “big, tomato, farm market.”</p> <p>Ex. Point to an illustration in a science textbook to identify the topic of a discussion.</p> <p>Ex. Say, “the characters” when asked, “What part of the book are we talking about?”</p> <p>Level II Students will:</p> <p>EESL.4.1.a. With guidance and support, contribute an idea in discussions from prior experience.</p> <p>Ex. With guidance and support such as, “Today, we are going to talk about healthy foods. Fruit is a healthy food. What fruit did you put on your lunch chart yesterday?,” the student says, “apple” in a conversation about healthy food.</p> <p>Ex. With guidance and support such as, “Look at this picture. Do you remember the dinosaur from the museum? Was it big or small?,” the student contributes, “dinosaurs big” to the group discussion of the characteristics of dinosaurs.</p> <p>EESL.4.1.b. With guidance and support, take turns in structured discussions with others.</p> <p>Ex. When the teacher is the partner and deliberately reminds students, “Wait until I am finished,” wait to add comments until after the teacher is finished.</p> <p>Ex. When engaged in structured small group interaction with a talking stick being passed from one member to another, listen while others talk and only speak when the talking stick is in their hands.</p> <p>EESL.4.1.c. Ask and answer questions about the topic.</p> <p>Ex. While looking at a picture of the big tomato a classmate is sharing, ask, “Can you</p>
---	--	--	---	--	--

				<p>eat it?”</p> <p>Ex. While looking at a picture from a peer’s class presentation about a state hero such as a fireman, point to the picture of the hose when asked, “Where is the hero’s tools/equipment?”</p> <p>EESL.4.1.d. Identify one idea presented in the discussion.</p> <p>Ex. Point to or eye gaze to a picture of the big tomato from an array of pictures of various vegetables.</p> <p>Ex. Use multiple message voice output device to select a symbol that represents one idea in a discussion.</p> <p>Level I Students will:</p> <p>EESL.4.1.a. With guidance and support, contribute an idea in a teacher-led discussion.</p> <p>Ex. With guidance and support such as, “Today, we are going to talk about healthy foods. Fruit is a healthy food. What healthy food do you eat?,” the student selects a fruit from an array of choices of fruit.</p> <p>Ex. With guidance and support such as, “Today, we are going to learn about disasters. These are things like hurricanes and floods. Have you ever seen the water rise high like a flood?,” the students respond “yes” or “no” with a head shake or nod, or eye gaze to look at the appropriate card that indicates yes or no.</p> <p>EESL.4.1.b. Participate in discussions.</p> <p>Ex. Respond to peers’ communications to them by looking in the direction of the speaker and nodding.</p> <p>Ex. Use a single message voice output device to say, “Who has more to say?” during a group discussion.</p> <p>Ex. Use a sequenced message device to participate in an interaction about an activity in the classroom using social scripts.</p> <p>EESL.4.1.c. With guidance and support, answer questions about the topic.</p> <p>Ex. While looking at a picture of the big tomato a classmate is sharing, the teacher asks, “What do you do with a tomato?,” point to eat as a correct answer.</p> <p>Ex. While looking at a picture from a peer’s class presentation about a state hero such as a fireman, point to the picture of the hose when asked, “Where is the hero’s tools/equipment?”</p> <p>EESL.4.1.d. With guidance and support, identify the topic of the discussion.</p> <p>Ex. Select from two illustrations showing topics of the discussion (e.g., When the teacher says, “We are talking about Amy’s trip to the farmer’s market. What did she say she saw?” Then, holds up and labels two pictures, the student eye gazes to the picture of the tomato.).</p> <p>Ex. During a small group literature circle discussion, point to the appropriate book when a peer holds up two books and asks, “What book are we talking about?”</p>
--	--	--	--	---

Common Core ELA Pacing Guide
4th Grade

College and Career Readiness (CCR) Anchor Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.				
Strand: Speaking and Listening		Cluster: Comprehension and Collaboration	Grade: 4	Standard 2 (SL.4.2)
Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Quarter 1:	Quarter 2: Paraphrase information from a text presented orally from a variety of media formats including: <ul style="list-style-type: none"> • visual • quantitative • oral 	Quarter 3:	Quarter 4:

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students:</p> <p>paraphrase portions of a text read aloud or information presented in diverse media and formats</p>	<p>paraphrase</p> <p>diverse media and formats, including visually, quantitatively, and orally</p>	<p>Students know:</p> <p>techniques to paraphrase portions of a text read aloud or information presented in diverse media and formats</p> <p>vocabulary words: paraphrase</p>	<p>Students understand that/are able to paraphrase:</p> <p>portions of a text read aloud</p> <p>information presented in diverse media and formats</p> <p>Students understand that in order to comprehend text read aloud or information presented in diverse formats (including visually, quantitatively, and orally), they must be able to paraphrase portions of the text or information presented.</p>	<p>EESL.4.2. Identify the main idea of a text presented through diverse media.</p>	<p>Level IV Students will: EESL.4.2. Identify the main idea and supporting details of a text presented through diverse media. Ex. After seeing a video clip of a pumpkin growing in slow motion, state main idea, “pumpkins grow in stages” and supporting details (e.g., seed, stem, and roots, flower, pumpkin). Ex. After listening to a peer read a text that is projected on an interactive whiteboard, identify the main idea from choices presented at the end of the book, and select from an array of details those that come from the book.</p> <p>Level III Students will: EESL.4.2. Identify the main idea of a text presented through diverse media. Ex. After listening to a peer read a text that is projected on an interactive whiteboard, identify the main idea from choices presented at the end of the book. Ex. After seeing a video clip of a pumpkin growing in slow motion, state main idea, “pumpkins grow in stages.” Ex. After seeing a video clip of a pumpkin growing in slow motion, use a multiple message voice output device to say, “pumpkins grow.”</p> <p>Level II Students will: EESL.4.2. Identify details from a text presented through diverse media. Ex. After seeing a video clip of a pumpkin growing in slow motion, identify details from the video (e.g., seed, stem, leaves, pumpkin). Ex. After listening to a peer read a text that is projected on an interactive whiteboard, sort pictures into boxes of those that are details from the story and those that are not.</p> <p>Level I Students will: EESL.4.2. With guidance and support, identify the topic of a text presented through diverse media. Ex. After watching with focused attention to a video clip of showing a pumpkin growing in slow motion, point to a picture of a pumpkin from an array of choices when asked, “What was that movie about?” Ex. After listening to a peer read a text that is projected on an interactive whiteboard, point to a picture from an array that represents the topic of the book.</p>

Common Core ELA Pacing Guide
4th Grade

College and Career Readiness (CCR) Anchor Standard 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.				
Strand: Speaking and Listening		Cluster: Comprehension and Collaboration	Grade: 4	Standard 3 (SL.4.3)
Identify the reasons and evidence a speaker provides to support particular points.	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
			Identify a speaker's points Identify reasons provided by a speaker to support a particular point Identify evidence provided by a speaker to support a particular point	

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
During or after listening or viewing, students: identify reasons and evidence provided to support particular points	identify reasons and evidence support particular points	Students know: techniques for attentive listening techniques for recording main ideas, details, and evidence while listening signal words included in speeches to indicate transitions or relationships between ideas	Students understand that/are able to listen attentively to a speaker and explain the speaker's: key points reasons given to support points supporting evidence Students understand that discerning listening involves	EESL.4.3. Identify a point that the speaker makes.	Level IV Students will: EESL.4.3. Identify points that the speaker makes. Ex. Differentiate points that the speaker made from points he or she did not make when given choices (e.g., After watching the movie or hearing the first chapter of <i>Charlotte's Web</i> , uses a T-graph to show the points that Fern made to her father to show why Wilbur should be saved versus points her father makes to get rid of the pig.). Ex. Given a list of points with symbol support as needed, highlight each of the points the speaker makes while the speaker is speaking. Level III Students will: EESL.4.3. Identify a point that the speaker makes. Ex. Restate in a word or two a point the speaker makes on the topic (e.g., states a reason Fern used to convince her father to keep Wilbur). Ex. After listening to a peer present to the class, identify two things the peer said from a list presented with partner-assisted scanning (e.g., The peer reads each item in the list and the student says, "yes" or "no" to indicate if the item was part of what peer

			critiquing and evaluating.		<p>said in presentation).</p> <p>Level II Students will: EESL.4.3. With guidance and support, repeat one point a speaker makes. Ex. Repeat a phrase the speaker has said when asked (e.g., The student points to a picture of one of the messages Charlotte puts on her web, such as “some pig”, when asked, “What did Charlotte say that saved Wilbur?”). Ex. Select a pre-stored message from an array of choices to repeat a point the speaker makes.</p> <p>Level I Students will: EESL.4.3. Recognize speaker. Ex. Establish eye gaze with speaker. Ex. Face toward the speaker. Ex. Nod or otherwise acknowledge the speaker. Ex. Point to speaker when asked, “Who is speaking?”</p>
--	--	--	----------------------------	--	---

Common Core ELA Pacing Guide
4th Grade

College and Career Readiness (CCR) Anchor Standard 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.				
Strand: Speaking and Listening		Cluster: Presentation of Knowledge and Ideas	Grade: 4	Standard 4 (SL.4.4)
<p>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.</p>	<p>Quarter 1: Use a logical sequence of events to tell a story, report on a topic or text, or recount an experience</p> <p>Determine appropriate facts that support main ideas or themes</p> <p>Determine relevant descriptive details that support main ideas or themes</p> <p>Speak clearly at an understandable pace while:</p> <ul style="list-style-type: none"> • reporting on a topic • telling a story <p>recounting an experience in an organized manner using:</p> <ul style="list-style-type: none"> • appropriate facts • relevant, descriptive details to support main ideas/themes 	<p>Quarter 2: Use a logical sequence of events to tell a story, report on a topic or text, or recount an experience</p> <p>Determine appropriate facts that support main ideas or themes</p> <p>Determine relevant descriptive details that support main ideas or themes</p> <p>Speak clearly at an understandable pace while:</p> <ul style="list-style-type: none"> • reporting on a topic • telling a story <p>recounting an experience in an organized manner using:</p> <ul style="list-style-type: none"> • appropriate facts • relevant, descriptive details to support main ideas/themes 	<p>Quarter 3:</p>	<p>Quarter 4:</p>

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students report on a topic or text, tell a story, or recount an experience by:</p> <p>organizing thoughts</p> <p>using appropriate fact</p> <p>including relevant, descriptive details to support main ideas or themes</p> <p>speaking clearly</p> <p>speaking at an understandable pace</p>	<p>report on a topic or text</p> <p>tell a story</p> <p>recount an experience</p> <p>organized manner</p> <p>appropriate facts</p> <p>relevant, descriptive details</p> <p>main ideas or themes</p> <p>speak clearly</p> <p>understandable pace</p>	<p>The student knows:</p> <p>facts and details can be organized to support main ideas or themes</p> <p>the importance of speaking clearly</p> <p>the importance of speaking an understandable pace</p>	<p>Students understand that/are able to:</p> <p>report on a topic or text, tell a story, or recount an experience</p> <p>use appropriate facts and relevant, descriptive details</p> <p>organize the presentation around main ideas or themes</p> <p>speak clearly</p> <p>speak at an understandable pace</p> <p>Students understand that the technique, ideas, and organization of a speaker impact the engagement and understanding of the audience.</p>	<p>EESL.4.4. Tell a story about a personal experience with supporting details.</p>	<p>Level IV Students will: EESL.4.4. Tell a story about a personal experience with descriptive supporting details. Ex. Tell a story about getting a new puppy, including what kind of dog it is and where they got it (e.g., “We got a puppy. Lots of puppies at the pound. Little black puppy. He licked me! We took him home in a box.”).</p> <p>Level III Students will: EESL.4.4. Tell a story about a personal experience with supporting details. Ex. Using sign, tell about the puppy arriving at home, including details about the first encounter with the puppy (e.g., “We got a puppy at the store. He rode next to me in the car. He jumped on me. We played a lot.”). Ex. Before writing, tell the teacher what they are going to write about (e.g., The student says, “I went to party. Grandma Red Hat party. Aunt Stephanie and me have party. I got new dress.”).</p> <p>Level II Students will: EESL.4.4. Recount a personal experience including details. Ex. Using a multiple message voice output device, select three symbols to show how he or she made the cookies (e.g., mix, cook, oven). Ex. Use a multiple voice output communication device to report on weekend activities during a morning meeting (e.g., The student says, “Shopping with mom. Shoes, DVD, lunch.”).</p> <p>Level I Students will: EESL.4.4. Identify a picture, object, or other artifact from a personal experience. Ex. Given an array of pictures, point to the appropriate picture when the teacher says, “You got a new puppy? Show me the picture of your new puppy.” Ex. Given a display of class art projects, identify own project.</p>

Common Core ELA Pacing Guide
4th Grade

College and Career Readiness (CCR) Anchor Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.				
Strand: Speaking and Listening		Cluster: Presentation of Knowledge and Ideas	Grade: 4	Standard 5 (SL.4.5)
<p>Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
		<p>Determine when appropriate to enhance main idea or theme main idea and theme in audio</p> <p>Add audio recordings to enhance the development of main idea or theme in presentations</p> <p>Add visual displays to enhance the development of main idea or theme in presentations</p>		<p>Determine when appropriate to enhance main idea or theme main idea and theme in audio</p> <p>Add audio recordings to enhance the development of main idea or theme in presentations</p> <p>Add visual displays to enhance the development of main idea or theme in presentations</p>

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students:</p> <p>add audio recordings and visual displays to presentations when appropriate to enhance development of main ideas and themes</p>	<p>audio recordings</p> <p>visual displays</p> <p>presentations</p> <p>when appropriate to enhance</p> <p>main ideas or themes</p>	<p>Students know:</p> <p>when an audio recording or visual display could be used to enhance the development of main ideas or themes</p> <p>techniques for creating audio recordings or visual displays that enhance the development of main ideas or themes</p>	<p>Students understand that/are able to:</p> <p>enhance the development of a main idea or theme in a presentation through the use of an audio recording or visual display</p> <p>Students understand that a speaker's main ideas and themes can be enhanced by audio or visual displays.</p>	<p>EESL.4.5. Add audio recordings or visuals to a presentation about a personally relevant topic.</p>	<p>Level IV Students will: EESL.4.5. Create a simple presentation about a curriculum-based topic. Ex. Select artifacts that reflect the topic being studied in science, write labels for each, and arrange them in a visual display to talk about during the school science fair. Ex. Select illustrations from a book read during class and give a short presentation describing each illustration and its relationship to the story.</p> <p>Level III Students will: EESL.4.5. Add audio recordings or visuals to a presentation about a personally relevant topic. Ex. Select pictures from a family vacation, label the pictures (e.g., people's names and places) and sequence them for a presentation. Ex. Select objects from a collection (e.g., toys, rocks, videos) and select words from a multiple message communication device to go with each object to use in a presentation.</p> <p>Level II Students will: EESL.4.5. Select pictures, objects, or artifacts or label pictures, objects, or artifacts to contribute to a simple presentation about a personally relevant topic. Ex. Working with a small group, create a presentation about a class activity (e.g., Creating a presentation about a class trip to a diamond mine, the student selects a sieve, trowel, and diamond chip for the group to include in the presentation.). Ex. Working with other family members, select pictures of members of the family to show during a presentation about family.</p> <p>Level I Students will: EESL.4.5. Select a picture, object, or artifact from an array of options to add to a class-created presentation about a personally relevant topic. Ex. Select favorite picture of the new puppy to add to the presentation <i>Our Pets</i> created by the class. Ex. Select a favorite food item from an array to add to a class presentation <i>Our Favorite Things</i> created by the class.</p>

Common Core ELA Pacing Guide
4th Grade

College and Career Readiness (CCR) Anchor Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.				
Strand: Speaking and Listening		Cluster: Presentation of Knowledge and Ideas	Grade: 4	Standard 6 (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 1 on pages 28 and 29 for specific expectations.)	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
	Distinguish between formal and informal speech	Distinguish between formal and informal speech	Distinguish between formal and informal speech	Distinguish between formal and informal speech
	Analyze situation to determine appropriate speech use (formal English or informal discourse)	Analyze situation to determine appropriate speech use (formal English or informal discourse)	Analyze situation to determine appropriate speech use (formal English or informal discourse)	Analyze situation to determine appropriate speech use (formal English or informal discourse)
	Speak using formal English when appropriate to task and situation	Speak using formal English when appropriate to task and situation	Speak using formal English when appropriate to task and situation	Speak using formal English when appropriate to task and situation

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>When speaking, students:</p> <p>differentiate between contexts that require formal English and situations that require informal discourse</p> <p>use formal English in appropriate tasks and situations</p>	<p>differentiate contexts that call for Formal English</p> <p>situations where informal discourse is appropriate</p> <p>small-group discussion</p> <p>formal English</p> <p>appropriate to task and situation</p>	<p>Students knows:</p> <p>what types of contexts call for formal English</p> <p>what types of situations call for informal discourse</p> <p>the differences between formal English and informal discourse</p> <p>techniques for evaluating whether formal English is appropriate to a task and situation</p> <p>vocabulary: formal English, informal discourse</p>	<p>Students understand that/are able to:</p> <p>appropriately adapt their speech to task and situation</p> <p>move fluidly between use of formal English and informal discourse based on situation</p> <p>use formal English when appropriate to task and situation</p> <p>Students understand that a speaker is flexible in his/her use of language and technique based on task and situation.</p>	<p>EESL.4.6. Differentiate between communication partners and contexts that call for formal and informal communication.</p>	<p>Level IV Students will: EESL.4.6. Use formal and informal language as appropriate. Ex. Upon entering the classroom, greets peers informally (e.g., “Hey!”) and teachers formally (e.g., “Good morning.”). Ex. During a group discussion, informally comment on a peer’s remarks (e.g., “No way!”) and formally offer own remarks (e.g., “I think it was the man.”).</p> <p>Level III Students will: EESL.4.6. Differentiate between communication partners and contexts that call for formal and informal communication. Ex. When asked, “Should you answer with one word right now?,” respond appropriately, “yes” or “no.” Ex. Upon entering the principal’s office, select an appropriate message on the voice output device (e.g., The student says, “I have something to say, but it will take me a minute.” And then begins to construct a formal message linking multiple symbols together.). Ex. Upon joining a group of peers at a lunch table, navigate to a page in a communication device with preprogrammed messages for friends.</p> <p>Level II Students will: EESL.4.6. Expand upon or clarify informal language when asked to use more formal language. Ex. Restate a greeting using more formal language when asked (e.g., When asked to greet to a new person, the student says, “Hi.” When the teacher says, “How else could you say that?,” the student says, “Morning.”) Ex. When a class guest asks if the student wants a turn and he or she selects the message “No way!,” the student responds to the teacher’s request to be polite by selecting the message that says, “No thanks.”</p> <p>Level I Students will: EESL.4.6. Communicate informally with others. Ex. Gesture (e.g., wave hand, nod head) to communicate informally with someone in the hallway. Ex. Use a single message voice output device to comment informally during shared reading, “No Way!”</p>

Common Core ELA Pacing Guide
4th Grade

College and Career Readiness (CCR) Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
Strand: Language		Cluster: Conventions of Standard English	Grade: 4	Standard 1 (L.4.1)
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). Form and use prepositional phrases. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).* 	Quarter 1: Identify relative: <ul style="list-style-type: none"> pronouns adverbs Recognize and use appropriately: <ul style="list-style-type: none"> progressive verb tenses modal auxiliaries/ helping verbs Identify prepositional phrases Demonstrate command of the conventions of standard English grammar and usage when writing Demonstrate command of the conventions of standard English grammar and usage when speaking	Quarter 2: Identify relative: <ul style="list-style-type: none"> pronouns adverbs Recognize and use appropriately: <ul style="list-style-type: none"> progressive verb tenses modal auxiliaries/ helping verbs Identify prepositional phrases Demonstrate command of the conventions of standard English grammar and usage when writing Demonstrate command of the conventions of standard English grammar and usage when speaking	Quarter 3: Demonstrate command of the conventions of standard English grammar and usage when writing Demonstrate command of the conventions of standard English grammar and usage when speaking	Quarter 4: Demonstrate command of the conventions of standard English grammar and usage when writing Demonstrate command of the conventions of standard English grammar and usage when speaking

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students, when speaking or writing, apply standard grammar and usage including:</p> <p>using pronouns and adverbs to explain relationships</p> <p>varying verb tenses (including progressive verb tenses)</p> <p>varying words to convey condition (modal auxiliaries)</p> <p>properly ordering adjectives</p> <p>using prepositional phrases</p> <p>producing complete sentences</p> <p>recognizing and correcting fragments and run-ons</p> <p>correctly using frequently confused words</p>	<p>demonstrate command</p> <p>conventions of standard English</p> <p>grammar and usage</p> <p>relative pronouns</p> <p>progressive verb tenses</p> <p>modal auxiliaries</p> <p>adjectives</p> <p>conventional patterns</p> <p>prepositional phrases</p> <p>complete sentences</p> <p>recognizing and correcting</p> <p>fragments</p> <p>run-ons</p> <p>frequently confused words</p>	<p>Students know:</p> <p>correct grammar and usage impacts how well a message is understood</p> <p>a list of frequently confused words</p> <p>vocabulary: pronoun, adverb, verb, verb tense, adjective, preposition, prepositional phrases, fragments, run-ons, complete sentence</p>	<p>Students understand that/are able to:</p> <p>use pronouns and adverbs to explain relationships</p> <p>vary verb tenses (including progressive verb tenses)</p> <p>vary words to convey condition (modal auxiliaries)</p> <p>order adjectives properly</p> <p>use prepositional phrases</p> <p>produce complete sentences</p> <p>recognize and correct fragments and run-ons</p> <p>use frequently confused words correctly</p> <p>Students understand</p>	<p>EEL.4.1. Demonstrate standard English grammar and usage when communicating.</p> <p>Use possessive pronouns.</p> <p>N/A</p> <p>N/A</p> <p>Use comparative and superlative adjectives to describe people or objects.</p> <p>Use common prepositions (e.g., <i>to, from, in, out, on, off, by, with</i>).</p> <p>Communicate using grammatically complete utterances.</p>	<p>Level IV Students will: EEL.4.1.a. Communicate using standard English with appropriate pronouns. Ex. Use correct form of possessive pronouns in context. Ex. Use possessive pronouns (e.g., <i>mine, my, your, his, her, our, their</i>). EEL.4.1.b-c. N/A EL.4.1.d. Use comparative and superlative adjectives to compare two or more objects or people. Ex. Organize three objects based on size and label them as small, smaller, smallest. Ex. Identify the tallest and shortest person in the classroom. EEL.4.1.e. Use common prepositions (e.g., <i>to, from, in, out, on, off, by, with</i>) in phrases and sentences. Ex. Describe the position of an item in an activity using a preposition in a statement that includes item + preposition + location. Ex. Direct someone to put the put something in his backpack saying, “Put it in my bag.” EEL.4.1.f. Communicate using complete simple sentences. Ex. Communicate a preference using a complete sentence (e.g., “I like to go to school.”).</p> <p>Level III Students will: EEL.4.1.a. Use possessive pronouns. Ex. Respond to questions about who owns an item with a possessive pronoun. Ex. Select a possessive pronoun to complete a sentence (e.g., “The doll is _____” responds “ours” or “mine.”). EEL.4.1.b-c. N/A EEL.4.1.d. Use comparative and superlative adjectives to describe people or objects. Ex. Use a superlative to describe a choice of objects (e.g., “Can I have the biggest one?”). Ex. Describe a snack and says, “This one is the best.” EEL.4.1.e. Use common prepositions (e.g., <i>to, from, in, out, on, off, by, with</i>). Ex. When asked to describe the position of an item, accurately state that it is “in”. Ex. When asked to clarify if the card is from a friend or to a friend, respond with the appropriate preposition. EEL.4.1.f. Communicate using grammatically complete utterances. Ex. Communicate the answers to questions using grammatically complete utterances (e.g., “Go to school.”).</p> <p>Level II Students will: EEL.4.1.a. Locate a picture or object representation related to possessive pronouns.</p>

			<p>that the effectiveness of a message is enhanced through appropriate usage and grammar in authentic, real-world situations.</p>		<p>Ex. Select a picture of a truck when asked, “What is your favorite toy?” Ex. Select another child’s toy from two choices (one of which is their own toy), when asked, “Which one is his toy?” EEL.4.1.b-c. N/A EEL.4.1.d. Use adjectives to describe familiar objects. Ex. Point to the color blue to describe a backpack. Ex. Says “big” to describe the ball in physical therapy. EL.4.1.e. Demonstrate understanding of common prepositions. Ex. Turns <i>off</i> the light when asked. Ex. Puts the cup <i>by</i> the sink. EEL.4.1.f. Links two or more words together in communication. Ex. Communicate a desire using two words together (e.g., “go home” or “want more.”).</p> <p>Level I Students will: EEL.4.1.a. Indicate possession. Ex. Reach for or indicate their own toy when given two choices. Ex. Hand other children their toys upon request (e.g., “Please give Darren his toy truck.”). EEL.4.1.b-c. N/A EL.4.1.d. Recognize objects based on simple descriptions. Ex. The teacher asks the child, “Can you give me the red one?” Ex. Child is asked to sit in the big chair. EEL.4.1.e. With guidance and support, follow simple directions that include prepositions. Ex. Put a book <i>in</i> the bag when asked. Ex. Put books <i>on</i> the shelf. Ex. Collect papers <i>from</i> other students. Ex. Give materials <i>to</i> other students. Ex. Point to or look at the object in the appropriate location depending on the preposition given. (e.g., “Look at the book on the table.”). EEL.4.1.f. Communicates choices. Ex. Presented with two choices and asked, “Which would you like?,” say “that” or indicate choice.</p>
--	--	--	---	--	---

Common Core ELA Pacing Guide

4th Grade

***May identify focus skills for each quarter**

College and Career Readiness (CCR) Anchor Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Strand: Language	Cluster: Conventions of Standard English	Grade: 4	Standard 2 (L.4.2)	
<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <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. 	<p>Quarter 1: Apply correct:</p> <ul style="list-style-type: none"> capitalization punctuation spelling <p>when writing</p> <p>Use commas and quotation marks in dialogue and when quoting from a text</p> <p>Know many of the coordinating conjunctions (e.g., <i>and, but, for, or, nor, so, yet</i>) and that they connect two or more independent clauses</p> <p>Use comma before a coordinating conjunction in a compound sentence</p> <p>Recall and apply spelling rules</p> <p>Identify and correct misspelled words, knowing procedures for efficiently finding correct spelling</p>	<p>Quarter 2: Apply correct:</p> <ul style="list-style-type: none"> capitalization punctuation spelling <p>when writing</p> <p>Use commas and quotation marks in dialogue and when quoting from a text</p> <p>Know many of the coordinating conjunctions (e.g., <i>and, but, for, or, nor, so, yet</i>) and that they connect two or more independent clauses</p> <p>Use comma before a coordinating conjunction in a compound sentence</p> <p>Recall and apply spelling rules</p> <p>Identify and correct misspelled words, knowing procedures for efficiently finding correct spelling</p>	<p>Quarter 3: Apply correct:</p> <ul style="list-style-type: none"> capitalization punctuation spelling <p>when writing</p> <p>Use commas and quotation marks in dialogue and when quoting from a text</p> <p>Know many of the coordinating conjunctions (e.g., <i>and, but, for, or, nor, so, yet</i>) and that they connect two or more independent clauses</p> <p>Use comma before a coordinating conjunction in a compound sentence</p> <p>Recall and apply spelling rules</p> <p>Identify and correct misspelled words, knowing procedures for efficiently finding correct spelling</p>	<p>Quarter 4: Apply correct:</p> <ul style="list-style-type: none"> capitalization punctuation spelling <p>when writing</p> <p>Use commas and quotation marks in dialogue and when quoting from a text</p> <p>Know many of the coordinating conjunctions (e.g., <i>and, but, for, or, nor, so, yet</i>) and that they connect two or more independent clauses</p> <p>Use comma before a coordinating conjunction in a compound sentence</p> <p>Recall and apply spelling rules</p> <p>Identify and correct misspelled words, knowing procedures for efficiently finding correct spelling</p>

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students, when writing, apply standard capitalization, punctuation, and spelling including:</p> <p>correctly applying conventions of capitalization</p> <p>using commas and quotation marks to mark direct speech</p> <p>using commas and quotation marks to mark quotations from a text</p> <p>using a comma and a coordinating conjunction to join two complete sentences</p> <p>spelling grade-appropriate words</p> <p>consulting word reference materials to check and correct spellings</p>	<p>demonstrate command conventions of standard English</p> <p>capitalization</p> <p>punctuation</p> <p>spelling</p> <p>capitalize</p> <p>comma</p> <p>quotation mark</p> <p>direct speech</p> <p>quotations from a text</p> <p>coordinating conjunction</p> <p>compound sentence</p> <p>grade-appropriate words</p> <p>references (for spelling)</p>	<p>Students know:</p> <p>rules for capitalization</p> <p>commas and quotation marks are used to mark direct speech</p> <p>commas and quotation marks are used to mark quotations from a text</p> <p>commas are used with a coordinating conjunction to join two complete sentences</p> <p>spelling of grade-appropriate words</p> <p>techniques for consulting word references</p> <p>vocabulary: capitalize, comma, quotation marks, direct speech, quotations from a text, conjunction, compound sentence, reference material</p>	<p>Students understand that/are able to:</p> <p>use correct capitalization</p> <p>use commas and quotation marks to mark direct speech</p> <p>use commas and quotation marks to mark quotations from a text</p> <p>use a comma and a coordinating conjunction to join two complete sentences</p> <p>spell grade-appropriate words</p> <p>consult word reference materials to check and correct spellings</p> <p>Students understand that the effectiveness of a message is enhanced through correct capitalization, punctuation, and spelling.</p>	<p>EEL.4.2. Demonstrate capitalization, end punctuation, and spelling when communicating.</p> <p>a. Capitalize the first word in a sentence.</p> <p>b. N/A</p> <p>c. N/A</p> <p>d. Spell words phonetically, drawing on knowledge of letter-sound relationships, and/or common spelling patterns.</p>	<p>Level IV Students will:</p> <p>EEL.4.2.a. Capitalize the first word in a sentence in own writing. Ex. Use shift or caps lock to capitalize the first letter in sentence in own writing.</p> <p>EEL.4.2.b-c. N/A</p> <p>EEL.4.2.d. Spell most words correctly with full phonetic representations of misspelled words. Ex. Write a short message with 8/10 words spelled correctly and the remaining two words spelled phonetically with all sounds represented.</p> <p>Level III Students will:</p> <p>EEL.4.2.a. Capitalize the first word in a sentence. Ex. The teacher is writing the morning message and stops to ask, “How do I start?” The student responds, “Start with a capital letter.”</p> <p>EEL.4.2.b-c. N/A</p> <p>EEL.4.2.d. Spell words phonetically, drawing on knowledge of letter-sound relationships, and/or common spelling patterns. Ex. Use letter tiles to spell words phonetically.</p> <p>Level II Students will:</p> <p>EEL.4.2.a. With guidance and support, indicate that the first word in a sentence must be capitalized. Ex. The teacher is writing the morning message and stops to ask, “What do I need to do to that first word in the sentence?” The student responds, “Capital.”</p> <p>EEL.4.2.b-c. N/A</p> <p>EEL.4.2.d. Identify the consonant to represent the initial phoneme in familiar words. Ex. Use letter tiles to indicate the beginning consonant of a familiar word. Ex. Use letter tiles to indicate the beginning sound of a familiar word (e.g., selects either <i>c</i> or <i>k</i> as the first sound in the word, <i>cat</i>).</p> <p>Level I Students will:</p> <p>EEL.4.2.a. With guidance and support, indicate a letter that is capitalized. Ex. Recognize the first letter in their name when it is capitalized. Ex. Given two choices, identify (pointing, eye gaze, etc.) the capital</p>

					letter. EEL.4.2.b-c. N/A EL.4.2.d. Identify letter names.
--	--	--	--	--	---

Common Core ELA Pacing Guide
4th Grade

College and Career Readiness (CCR) Anchor Standard 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.				
Strand: Language		Cluster: Knowledge of Language	Grade: 4	Standard 3 (L.4.3)
<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases to convey ideas precisely.*</p> <p>b. Choose punctuation for effect.*</p> <p>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).</p>	<p>Quarter 1: Apply knowledge of language when:</p> <ul style="list-style-type: none"> • writing • reading • listening <p>Apply knowledge of <u>language conventions</u> when:</p> <ul style="list-style-type: none"> • writing • reading • listening <p>Choose words and phrases to convey ideas precisely when writing or speaking</p> <p>Choose punctuation for effect</p> <p>Differentiate between contexts that call for formal English</p>	<p>Quarter 2: Apply correct:</p> <ul style="list-style-type: none"> • capitalization • punctuation • spelling <p>when writing</p> <p>Use commas and quotation marks in dialogue and when quoting from a text</p> <p>Know many of the coordinating conjunctions (e.g., <i>and, but, for, or, nor, so, yet</i>) and that they connect two or more independent clauses</p> <p>Use comma before a coordinating conjunction in a compound sentence</p> <p>Recall and apply spelling rules</p> <p>Identify and correct misspelled words, knowing procedures for efficiently finding correct spelling</p>	<p>Quarter 3: Apply correct:</p> <ul style="list-style-type: none"> • capitalization • punctuation • spelling <p>when writing</p> <p>Use commas and quotation marks in dialogue and when quoting from a text</p> <p>Know many of the coordinating conjunctions (e.g., <i>and, but, for, or, nor, so, yet</i>) and that they connect two or more independent clauses</p> <p>Use comma before a coordinating conjunction in a compound sentence</p> <p>Recall and apply spelling rules</p> <p>Identify and correct misspelled words, knowing procedures for efficiently finding correct spelling</p>	<p>Quarter 4: Apply correct:</p> <ul style="list-style-type: none"> • capitalization • punctuation • spelling <p>when writing</p> <p>Use commas and quotation marks in dialogue and when quoting from a text</p> <p>Know many of the coordinating conjunctions (e.g., <i>and, but, for, or, nor, so, yet</i>) and that they connect two or more independent clauses</p> <p>Use comma before a coordinating conjunction in a compound sentence</p> <p>Recall and apply spelling rules</p> <p>Identify and correct misspelled words, knowing procedures for efficiently finding correct spelling</p>

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students, in writing or speaking:</p> <p>select words and phrases to convey ideas precisely</p> <p>choose punctuation for effect</p> <p>use formal English or informal discourse depending on situation or context</p>	<p>conventions</p> <p>convey ideas precisely</p> <p>for effect</p> <p>contexts that call for formal English</p> <p>situations where informal discourse is appropriate</p>	<p>Students know:</p> <p>writers and speakers select words and phrases to convey ideas precisely</p> <p>writers and speakers choose punctuation for effect</p> <p>context and situations dictate the use of informal or formal English</p> <p>formal English should be used when presenting ideas</p> <p>informal discourse may be used in small-group discussion</p> <p>vocabulary: conventions, precise, punctuation, contexts, formal English, informal discourse</p>	<p>Students understand that/are able to:</p> <p>choose words and phrases to convey ideas precisely</p> <p>select punctuation for effect</p> <p>use formal English in appropriate situations (e.g. presenting ideas)</p> <p>use informal discourse in appropriate contexts (e.g. small-group discussion)</p> <p>Students understand that situations determine if formal English or informal discourse is used and choosing words, phrases, and punctuation make it possible to communicate ideas precisely for a variety of audiences, tasks, and purposes.</p>	<p>EEL.4.3. Use language to convey meaning when writing or communicating.</p> <p>Use language to express emotion.</p> <p>N/A</p> <p>Communicate effectively with peers and adults.</p>	<p>Level IV Students will:</p> <p>EEL.4.3.a. Use the more specific word to communicate ideas or feelings. Ex. Use specific words in place of general words to communicate (e.g., <i>excited</i> versus <i>happy</i>). Ex. Use words that are more precise about feelings (e.g., <i>cool</i> versus <i>cold</i>). EEL.4.3.b. N/A EEL.4.3.c. Initiate effective communications with peers and adults. Ex. Start a conversation with a peer by addressing them with a question or statements.</p> <p>Level III Students will:</p> <p>EL.4.3.a. Use language to express emotion. Ex. Initiates language to express an emotion related to an activity or experience. Ex. Use the appropriate words to communicate an emotion (e.g., <i>mad</i>, <i>sad</i>, <i>happy</i>). Ex. Select a word from choices to communicate emotion. Ex. Responds by using an appropriate word that expresses an emotion when asked, “How did that make you feel?” EEL.4.3.b. N/A EEL.4.3.c. Communicate effectively with peers and adults. Ex. Communicate reactions to statements made by others. Ex. Answer questions from peers and adults about self or joint activities.</p> <p>Level II Students will:</p> <p>EEL.4.3.a. Use words, pictures, or symbols to communicate. Ex. Given a choice of two photographs, selects one to communicate an emotion. Ex. Responds by using a word that expresses an emotion when asked, “How did that make you feel?” Ex. During a shared reading activity when asked “How does [character’s name] feel about this?,” point to an illustration in the book that shows the character’s emotion. Ex. When asked a question by the teacher, “How does that make you feel, happy, sad, or scared?,” the student responds with one of the choices by pointing or gazing to a symbol or saying the word. EEL.4.3.b. N/A EL.4.3.c. Communicate with adults. Ex. Respond when addressed by an adult. Ex. Answer questions from adults about self or current activity.</p> <p>Level I Students will:</p> <p>EEL.4.3.a. Identify words, pictures, or symbols that communicate emotions. Ex. Respond when others express happiness.</p>

					Ex. Identify a picture or symbol that is used to indicate <i>happy</i> . EEL.4.3.b. N/A EEL.4.3.c. Use words, pictures, symbols, or sign to communicate.
--	--	--	--	--	--

Common Core ELA Pacing Guide
4th Grade

College and Career Readiness (CCR) Anchor Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.				
Strand: Language		Cluster: Vocabulary Acquisition and Use	Grade: 4	Standard 4 (L.4.4)
<p>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>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., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>).</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>Quarter 1:</p> <p>Identify common context clues (e.g., definitions, examples, restatements) in text</p> <p>Determine the meaning of unknown and multiple-meaning words by:</p> <ul style="list-style-type: none"> examining a text to find clues to the meanings of words (e.g., definitions, examples and restatements in text) <p>Use common reference materials (e.g., thesaurus, dictionary, glossary)</p> <p>Choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown word or phrase</p>	<p>Quarter 2:</p> <p>Identify common context clues (e.g., definitions, examples, restatements) in text</p> <p>Determine the meaning of unknown and multiple-meaning words by:</p> <ul style="list-style-type: none"> examining a text to find clues to the meanings of words (e.g., definitions, examples and restatements in text) <p>Use common reference materials (e.g., thesaurus, dictionary, glossary)</p> <p>Choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown word or phrase</p>	<p>Quarter 3:</p> <p>Identify and define Greek and Latin affixes and roots</p> <p>Identify common context clues (e.g., definitions, examples, restatements) in text</p> <p>Determine the meaning of unknown and multiple-meaning words by:</p> <ul style="list-style-type: none"> examining a text to find clues to the meanings of words (e.g., definitions, examples and restatements in text) using common Greek and Latin affixes and roots as clues to the meanings of words (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>) 	<p>Quarter 4:</p> <p>Identify and define Greek and Latin affixes and roots</p> <p>Identify common context clues (e.g., definitions, examples, restatements) in text</p> <p>Determine the meaning of unknown and multiple-meaning words by:</p> <ul style="list-style-type: none"> examining a text to find clues to the meanings of words (e.g., definitions, examples and restatements in text) using common Greek and Latin affixes and roots as clues to the meanings of words (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>)

Attainment/Assessment	vocabulary	knowledge	SKILLS	Essential Elements	Instructional Achievement Level Descriptors
<p>Students employ a variety of strategies in writing or speaking to establish the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content by choosing strategies including:</p> <p>using the following context clues to determine meaning: definitions, examples, restatements in text</p> <p>using Greek and Latin affixes and roots as clues to the meaning of a word</p> <p>checking reference materials (glossaries, dictionaries, thesauruses) in print or digital format for the pronunciation and precise meaning of a word</p>	<p>grade 4 reading and content</p> <p>common, grade-appropriate Greek and Latin affixes and roots</p> <p>range of strategies</p> <p>precise meaning</p>	<p>Students know:</p> <p>context (e.g. definitions, examples, or restatements in text) is a clue to the meaning of the word</p> <p>many words or parts of words come from the ancient Greek and Latin languages</p> <p>understanding Greek and Latin roots provide clues to meanings of unknown words</p> <p>reference materials (e.g. glossaries, dictionaries, thesauruses) provide information about words</p> <p>reference materials are in print and digital formats</p> <p>vocabulary: context, clue, sentence, affix,</p>	<p>Students understand that/are able to:</p> <p>determine the meaning of unknown words or phrases by drawing upon context clues (e.g. definitions, examples, or restatements in text)</p> <p>identify and use Greek and Latin affixes and roots as clues to the meaning of a word</p> <p>use reference materials (e.g. glossaries, dictionaries, thesauruses) in print and digital formats to ascertain the pronunciation and establish the precise meaning of a word or phrase</p> <p>Students understand that they can determine meaning by using context and identifying Greek and Latin roots and affixes and this can be verified by</p>	<p>EEL.4.4. Demonstrate knowledge of new vocabulary drawn from reading and content areas.</p> <p>Use context as a clue to guide selection of a word that completes a sentence read aloud by an adult.</p> <p>Use frequently occurring root words (e.g., <i>talk</i>) and the words that result when word endings are added (e.g., <i>talked, talking, talks</i>).</p> <p>N/A</p>	<p>Level IV Students will: EEL.4.4.a. Use context as a clue to provide a word that completes a sentence read aloud by an adult. Ex. Provide a word to complete a sentence (e.g., The teacher reads a sentence aloud skipping one word and asks students to provide a word that completes the sentence.). EEL.4.4.b. Use the correct version of words, adding the ending as appropriate. Ex. The teacher presents pages of a book they are going to write together. Each page of the book shows a picture of a boy running, but the text differs slightly on each page. The student selects the missing word for the teacher to add: “The boy is (run, runs, running).” “The boy can (run, runs, running).” “The boy (run, runs, running).” EEL.4.4.c. N/A</p> <p>Level III Students will: EEL.4.4.a. Use context as a clue to guide selection of a word that completes a sentence read aloud by an adult. Ex. Select from choices a word to complete a sentence (e.g., The teacher reads a sentence aloud skipping one word and asks students to select the missing word from an array of choices.). EEL.4.4.b. Use frequently occurring root words (e.g., <i>talk</i>) and the words that result when word endings are added (e.g., <i>talked, talking, talks</i>). Ex. Use root word with ending to answer a question (e.g., The teacher asks the student, “What did you think?” The student says, “I liked it.”). Ex. Use root word with ending to answer a questions (e.g., The teacher says, “What about Ava?” The student says, “She likes it.”). EEL.4.4.c. N/A</p> <p>Level II Students will: EEL.4.4.a. Use context as a clue to guide selection of a word that completes a familiar sentence read aloud by an adult. Ex. While listening to a familiar text read aloud, select an appropriate word from choices (e.g., The teacher pauses and offers choices of words that will complete the sentence. Student selects the appropriate word.). EEL.4.4.b. Demonstrate an understanding of the plural form of common nouns. Ex. Select from two plates at snack time, finding the one that has <i>crackers</i> versus one <i>cracker</i>. EEL.4.4.c. N/A</p>

		root word, roots, glossaries, dictionaries, thesauruses, reference materials, digital, pronunciation, definition, example, restatement	consulting reference materials.		<p>Level I Students will:</p> <p>EEL.4.4.a. Make choices among familiar words to complete familiar sentences. Ex. Complete the sentence, “I want [missing word] for lunch.” Ex. Choose a contextually correct picture to represent an answer to a question about a familiar passage.</p> <p>EEL.4.4.b. Demonstrate an understanding of common nouns. Ex. Select an object, picture, or symbol that matches a common noun named by the teacher.</p> <p>EEL.4.4.c. N/A</p>
--	--	--	---------------------------------	--	--

College and Career Readiness (CCR) Anchor Standard 5: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.			
Strand: Language	Cluster: Vocabulary Acquisition and Use	Grade: 4	Standard 5 (L.4.5)
<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</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>Version 3 2015-2016</p>	<p>Quarter 1:</p> <p>Define:</p> <ul style="list-style-type: none"> • simple similes and metaphors • common idioms • adages • proverbs <p>Recognize:</p> <ul style="list-style-type: none"> • simple similes in context • metaphors in context • idioms in context • adages in context • proverbs in context <p>Identify synonyms and antonyms</p> <p>Explain the meaning of and distinguish between :</p> <ul style="list-style-type: none"> • simple similes and metaphors in context • common idioms, adages, 	<p>Quarter 2:</p>	<p>Quarter 3:</p>
			<p>Quarter 4:</p> <p>Recognize:</p> <ul style="list-style-type: none"> • simple similes in context • metaphors in context • idioms in context • adages in context • proverbs in context <p>Identify synonyms and antonyms</p> <p>Explain the meaning of and distinguish between :</p> <ul style="list-style-type: none"> • simple similes and metaphors in context • common idioms, adages, and proverbs

Common Core ELA Pacing Guide
4th Grade

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students use writing and speaking to demonstrate understanding of figurative language, word relationships and nuances in word meanings by:</p> <p>explaining the meaning of simple similes in context</p> <p>explaining the meaning of simple metaphors in context</p> <p>recognizing and explaining the meaning of common idioms</p> <p>recognizing and explaining the meaning of common adages</p> <p>recognizing and explaining the meaning of common proverbs</p> <p>demonstrating understanding of words</p>	<p>demonstrate understanding</p> <p>figurative language</p> <p>word relationships</p> <p>nuances in word meanings</p> <p>explain the meaning</p> <p>simple similes in context</p> <p>simple metaphors in context</p> <p>recognize and explain</p> <p>common idioms</p> <p>common adages</p> <p>common proverbs</p> <p>demonstrate understanding of</p>	<p>Students know:</p> <p>words should not always be interpreted literally</p> <p>techniques for identifying similes in context</p> <p>techniques for identifying metaphors in context</p> <p>techniques for identifying idioms in context</p> <p>techniques for identifying adages in context</p> <p>techniques for identifying proverbs in context</p> <p>vocabulary: figurative language, simile, metaphor,</p>	<p>Students understand that/are able to:</p> <p>explain the meaning of simple similes in context</p> <p>explain the meaning of simple metaphors in context</p> <p>recognize and explain the meaning of common idioms</p> <p>recognize and explain the meaning of common adages</p> <p>recognize and explain the meaning of common proverbs</p> <p>demonstrate understanding of words by relating them to opposites</p>	<p>EEL.4.5. Demonstrate understanding of word relationships.</p> <p>N/A</p> <p>Use common idioms (e.g., <i>no way, not a chance, you bet</i>).</p> <p>Demonstrate understanding of opposites.</p>	<p>Level IV Students will: EEL.4.5.a. N/A EEL.4.5.b. Explain the meaning of common idioms and use them appropriately. EEL.4.5.c. Say words that are opposites. Ex. Provide opposites during a shared writing activity using the repeated sentence, “The opposite of [teacher inserts word] is [student provides word].”</p> <p>Level III Students will: EL.4.5.a. N/A EEL.4.5b. Use common idioms (e.g., <i>no way, not a chance, you bet</i>). Ex. During a shared reading activity, reply “no way” in response to a repeated question in the text. Ex. During a game in P.E., raise his hand and tell another child, “High five!” in response to a good turn. Ex. Students are talking about an upcoming party and agree that they are going to “pig out” on all of the treats. EEL.4.5.c. Demonstrate understanding of opposites. Ex. Match words that are opposites (e.g., hot/cold, big/little, tall/short, dirty/clean).</p> <p>Level II Students will: EEL.4.5.a. N/A EEL.4.5.b. Use common phrases. Ex. Combines words to produce phrases such as: <i>I do it, I want it, my turn, look at me.</i> EEL.4.5.c. With guidance and support, demonstrate understanding of opposites. Ex. During snack, the teacher asks the student to show which cookie is big and which is little. Ex. In a familiar story, indicate which character is big and which one is little.</p> <p>Level I Students will: EEL.4.5.a. N/A EEL.4.5.b. Understand common phrases. Ex. Responds appropriately when someone says phrases such as: <i>your turn, take one, look at that.</i></p>

<p>by relating them to their opposites (antonyms)</p> <p>demonstrating understanding of words by relating them to words with similar but not identical meanings (synonyms)</p>	<p>words</p> <p>opposites (antonyms)</p> <p>similar but not identical meanings (synonyms)</p>	<p>context, idiom, adage, proverb, synonym, antonym</p>	<p>(antonyms)</p> <p>demonstrate understanding of words by relating them to words with similar but not identical meanings (synonyms)</p> <p>Students understand that writers and speakers carefully select and craft words and phrases to convey specific meanings, ideas, and relationships</p>		<p>EEL.4.5.c. With guidance and support, identify an opposite. Ex. Point to ice, when shown a picture of boiling water and ice, and asked, “This is hot. Show me cold.” Ex. Choose a little ball when shown a big ball and a little ball and asked to indicate the little ball.</p>
--	---	---	--	--	--

Common Core ELA Pacing Guide
4th Grade

College and Career Readiness (CCR) Anchor Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Strand: Language		Cluster: Vocabulary Acquisition and Use	Grade: 4	Standard 6 (L.4.6)
<p>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> when discussing animal preservation).</p>	<p>Quarter 1:</p> <p>Acquire and use accurately grade appropriate:</p> <ul style="list-style-type: none"> • general academic • domain-specific <p>words and phrases including those that:</p> <ul style="list-style-type: none"> • signal precise actions • signal emotions • signal states of being • are basic to a particular topic 	<p>Quarter 2:</p> <p>Acquire and use accurately grade appropriate:</p> <ul style="list-style-type: none"> • general academic • domain-specific <p>words and phrases including those that:</p> <ul style="list-style-type: none"> • signal precise actions • signal emotions • signal states of being • are basic to a particular topic 	<p>Quarter 3:</p> <p>Acquire and use accurately grade appropriate:</p> <ul style="list-style-type: none"> • general academic • domain-specific <p>words and phrases including those that:</p> <ul style="list-style-type: none"> • signal precise actions • signal emotions • signal states of being • are basic to a particular topic 	<p>Quarter 4:</p> <p>Acquire and use accurately grade appropriate:</p> <ul style="list-style-type: none"> • general academic • domain-specific <p>words and phrases including those that:</p> <ul style="list-style-type: none"> • signal precise actions • signal emotions • signal states of being • are basic to a particular topic

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge	Skills	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students acquire and use accurately grade-appropriate vocabulary including:</p> <p>conversational words and phrases</p> <p>general academic words and phrases</p> <p>domain-specific words and phrases</p> <p>words and phrases to signal precise actions basic to a particular topic</p> <p>words and phrases to signal precise emotions basic to a particular topic</p> <p>words and phrases to signal precise states of being basic to a particular topic</p>	<p>acquire</p> <p>use accurately</p> <p>grade-appropriate</p> <p>conversational</p> <p>general academic</p> <p>domain-specific</p> <p>words</p> <p>phrases</p> <p>precise actions basic to a particular topic</p> <p>emotions basic to a particular topic</p> <p>states of being basic to a particular topic</p>	<p>Students know:</p> <p>techniques for collecting a variety of new words</p> <p>grade-appropriate conversational words and phrases</p> <p>grade-appropriate general academic words and phrases</p> <p>grade-appropriate domain-specific words and phrases</p> <p>common words and phrases to signal precise actions related to a particular topic</p> <p>common words and phrases to signal precise emotions related to a particular topic</p> <p>common words and phrases to signal precise states of being related to a particular topic</p>	<p>Students understand that/are able to:</p> <p>acquire and use accurately grade-appropriate conversational words and phrases</p> <p>acquire and use accurately grade-appropriate general academic words and phrases</p> <p>acquire and use accurately grade-appropriate domain-specific words and phrases</p> <p>acquire and use accurately words and phrases to signal precise actions related to a particular topic</p> <p>acquire and use accurately words and phrases to signal precise emotions related to a particular topic</p> <p>acquire and use accurately words and</p>	<p>EEL.4.6. Use domain-specific words.</p>	<p>Level IV Students will: EEL.4.6. Use domain-specific words and phrases.</p> <p>Level III Students will: EEL.4.6. Use domain-specific words. Ex. Use <i>reading</i> or <i>book</i> symbol to describe a reading activity. Ex. Use <i>reading</i> or <i>book</i> symbol to signal a desire for a reading activity.</p> <p>Level II Students will: EL.4.6. Match domain-specific words. Ex. Match a word to informational text (e.g., activity on personal schedule.) Ex. Match a picture to a word from informational text (e.g., weather chart symbol for rain to rain.). EEL.4.6. Match domain-specific words. Ex. Match a word to informational text (e.g., activity on personal schedule.) Ex. Match a picture to a word from informational text (e.g., weather chart symbol for rain to <i>rain</i>.).</p> <p>Level I Students will: EEL.4.6. Select a domain-specific word. Ex. Point to or indicate words or pictures related to the topic of discussion.</p>

			phrases to signal precise states of being related to a particular topic		
			the extensive vocabulary needed for success in and beyond school is built through reading, study, and conversation.		