***Murray County Schools***



***4th Grade ELA Pacing Guide***

***2019-2020***

* Thoughtful and effective ***planning*** throughout the school year is crucial for student mastery of standards.
* Reading Informational Text (RI) standards should not only be addressed in Reading, but in Science and Social Studies as well.
* Writing opportunities should be included in all content areas.
* Once a standard is introduced, it is understood that the standard is continuously taught and/or reviewed throughout the entire

school year (e.g., explicit instruction, learning centers, Tier I, II, and II etc.).

***NOTE: Some standards appear in multiple grading periods.***

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| **First Eight Weeks** | **Second Eight Weeks** | **Third Eight Weeks** | **Fourth Eight Weeks** |
| **Literature****GSERGSEL.4.1** – Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.**GSERGSEL.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).**Informational Text****GSERI.4.1** – Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.**GSERI.4.2** – Determine the main idea of a text and explain how it is supported by key details; summarize the text.**GSERI.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.**GSERI.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.**Foundational Skills****GSERF.4.3** – Know and apply grade-level phonics and word analysis skills in decoding words.**GSERF.4.3a** – Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.**GSERF.4.4** – Read with sufficient accuracy and fluency to support comprehension. **Language****GSEL.4.1** – Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.**GSEL.4.1b** – Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.**GSEL.4.1f** – Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.**GSEL.4.2** – Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.**GSEL.4.2a** – Use correct capitalization.**GSEL.4.2b** – Use commas and quotation marks to mark direct speech and quotations from a text.**GSEL.4.2c** – Use a comma before a coordinating conjunction in a compound sentence.**GSEL.4.3b** – Choose punctuation for effect.**Speaking and Listening****GSESL.4.1b** – Follow agreed-upon rules for discussions and carry out assigned roles.**GSESL.4.1d** – Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.**GSESL.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. **Writing****GSEW.4.3a** – Orient the reader by stablishing a situation and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally.**GSEW.4.3b** – Use dialog and description to develop experiences and events or show the responses of characters to situations.**GSEW.4.3c** – Use a variety of transitional words and phrases to manage the sequence of events.**GSEW.4.3d** – Use concrete words and phrases and sensory details to convey experiences and events precisely.**GSEW.4.3e** – Provide a conclusion that follows from the narrated experiences or events.**GSEW.4.4** – Produce clear and coherent writing in which the development and organization are appropriate to talk, purpose, and audience.**GSEW.4.5** – With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of the first three Language standards in Grades K-4.)**GSEW.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.**GSEW.4.10** – Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences.  | **Literature****GSERGSEL.4.2** – Determine a theme of a story, drama, or poem from details in the text; summarize the text. **GSERGSEL.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).**GSERGSEL.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.**Informational Text****GSERI.4.4** – Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a Grade 4 topic or subject area.**GSERI.4.5** – Describe the overall structure (e.g., chronology, comparison, cause and effect, problem and solution) of events, ideas, concepts, or information in a text or part of a text.**Foundational Skills****GSERF.4.3** – Know and apply grade-level phonics and word analysis skills in decoding words.**GSERF.4.3a** – Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.**GSERF.4.4** – Read with sufficient accuracy and fluency to support comprehension.**Language****GSEL.4.1a** – Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).**GSEL.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.**GSEL.4.4a** – Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.**GSEL.4.4b** - Use common grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).**GSEL.4.5** – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**GSEL.4.5a** – Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.**GSEL.4.5b** – Recognize and explain the meaning of common idioms, adages, and proverbs. **Speaking and Listening****GSESL.4.1** – Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 4 topics and texts, building on others’ ideas and expressing their own clearly.**GSESL.4.3** – Identify the reasons and evidence a speaker provides to support particular points. **Writing****GSEW.4.2a** – 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.**GSEW.4.2b** – Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.**GSEW.4.2c** – Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).**GSEW.4.2d** – Use precise language and domain-specific vocabulary to inform about or explain the topic. **GSEW.4.2e** – Provide a concluding statement or section related to the information or explanation presented.**GSEW.4.7** – Conduct short research projects that build knowledge through investigation of different aspects of a topic.**GSEW.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.**GSEW.4.9** – Draw evidence from literary or informational texts to support analysis, reflection, and research.**GSEW.4.9a** – 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).**GSEW.4.9b** – Apply Grade 4 Reading standards to informational texts (e.g., Explain how an author uses reasons and evidence to support particular points in a text). | **Literature****GSERGSEL.4.5** – Explain major differences among poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.**GSERGSEL.4.6** – Compare and contrast the point of view from which different stories are narrated, including the difference between first and third-person narrations.**Informational Text****GSERI.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.**GSERI.4.8** – Explain how an author uses reasons and evidence to support particular points in a text.**GSERI.4.9** – Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.**Foundational Skills****GSERF.4.4b** – Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.**GSERF.4.4c** – Use context to confirm or self-correct word recognition and understanding, rereading as necessary.**Language****GSEL.4.1c** – Use modal auxiliaries (e.g., can, may, must) to convey various conditions.**GSEL.4.1d** – Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).**GSEL.4.1e** – Form and use prepositional phrases.**GSEL.4.1g** – Correctly use frequently confused words (e.g., to, too, two; there, their).**GSEL.4.5b** – Recognize and explain the meaning of common idioms, adages, and proverbs.**Speaking and Listening****GSESL.4.1a** – 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.**GSESL.4.2** – Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.**Writing****GSEW.4.1a** – 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.**GSEW.4.1b** – Provide reasons that are supported by facts and details.**GSEW.4.1c** – Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).**GSEW.4.1d** – Provide a concluding statement or section related to the opinion presented. | **Literature****GSERGSEL.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.**GSERGSEL.4.10** – By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the Grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.**Informational Text****GSERI.4.10** – By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.**Foundational Skills****GSERF.4.4a** – Read on-level text with purpose and understanding.**Language****GSEL.4.2** – Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.**GSEL.4.3** – Use knowledge of language and its conventions when writing, speaking, reading or listening.**GSEL.4.3a** – Choose words and phrases to convey ideas precisely.**GSEL.4.6** – Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation and endangered when discussing animal preservation.**Speaking and Listening****GSESL.4.1c** – 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.**GSESL.4.5** – Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.**GSESL.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.  |

***Academic Language***

**Academic Language** is the specialized vocabulary associated with instruction and mastery of academic content and tasks.

The words listed below reflect the ***minimum*** vocabulary necessary for students to become proficient with grade-level standards.

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| **First Nine Weeks** | **Second Nine Weeks** | **Third Nine Weeks** | **Fourth Nine Weeks** |
| **Literature*** Inference
* Character
* Setting
* Drama

**Informational Text*** Inference
* Key Detail
* Main Idea
* Summarize
* Event
* Procedure
* Concept
* Technical Text
* Historical Text
* Scientific Text

**Foundational Skills*** Phonics
* Analysis
* Decoding
* Correspondences
* Syllabication
* Morphology
* Root Word
* Affix
* Multisyllabic
* Context

**Language*** Command
* Conventions
* Progressive Verb Tense
* Fragment
* Run-On Sentence
* Coordinating Conjunction
* Compound Sentence

**Speaking and Listening*** Recount
* Relevant
* Descriptive
 | **Literature*** Theme
* Drama
* Summarize
* Allude
* Mythology
* Herculean
* Prose
* Structural Element
* Verse
* Rhythm
* Meter
* Settings
* Description
* Dialogue
* Narration

**Informational Text*** Chronology
* Timeline
* Comparison
* Cause
* Effect
* Problem
* Solution

**Foundational Skills*** Appropriate Rate
* Expression
* Accuracy

**Language*** Nuance
* Context Clue
* Affix
* Root Word
* Figurative Language
* Simile
* Metaphor
* Idiom
* Adage
* Proverb

**Speaking and Listening*** Collaborative Discussions Evidence
 | **Literature*** Compare
* Contrast
* Point of View
* Theme
* Opposition
* Myth
* Culture

**Informational Text*** Firsthand Account
* Secondhand Account
* Evidence

**Foundational Skills*** Self-Control

**Language*** Modal Auxiliaries
* Order Adjective
* Prepositional Phrase
* Antonym
* Synonym

**Speaking and Listening*** Paraphrase
 | **Literature*** Drama

**Informational Text*** Quantitatively
* Animation
* Chart
* Graph
* Diagrams
* Technical

**Foundational Skills*** Text

**Language*** Relative Pronoun
* Relative Adverb
* Convention

**Speaking and Listening*** Discourse
* Clarify
* Contribute
* Appropriate
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