

Dear Fourth Grade ELA Teacher:

Congratulations on your assignment to Fourth Grade! The Office of Curriculum & Instruction is here to assist in your endeavor to teach with excellence. The North Carolina K-12 English Language Arts Standard Course of Study (NC SCOS) has been revised. Therefore, this *revised* English Language Arts (ELA) Curriculum Pacing Guide is provided to reflect the current changes. --Best regards for a successful school year!

Things to Remember:

1. Standards are paced in four quarters within *nine weeks*: **Foundational Reading Skills (RF)**, **Literature (RL)**, **Information Text (RI)**, **Language (L)**, & **Writing (W)**
2. Cluster each quarter of standards into bi-weekly units to accomplish the instructional pacing of all standards.
3. Design formative and summative assessments to assess the bi-weekly units.
4. Pacing Interpretation: **“X”--not taught this quarter; Numbered –quarter taught; “P” –performed routinely in small teacher-led groups to ensure mastery**
5. Speaking and listening” standards are NOT paced as they are on-going in the practice of all other standards.
6. All *“Speaking and Listening” standards are introduced, modeled & discussed during first quarter*, but utilized and monitored throughout each quarter
7. Classroom learning environment must include posted *“listening and speaking” behaviors in quality* whole group and collaborative small group tasks
8. See *“Developing Collaborative Classroom Guide”* for help with the implementation of Speaking & Listening standards in the learning environment.

Notes: Fidelity to Instructional Minutes:

- The Fourth Grade ELA block consists of a minimum 90-minute reading block and a minimum 30-minute writing block.
- The ELA block is divided appropriately into segments of: *whole-group direct instruction with guided practice, small group remediation and independent tasks*
- Fourth Grade **Language Standards**, specifically **Vocabulary Acquisition & Usage**, are taught during the 90-minute reading block (**Ex.** L.1.4a; L.1.5a).
- The writing block is a separate 30-minute *“Learning to Write” block*. Students are instructed in the formal writing process.
- Grade 4 **Language Standards**, specifically **Conventions of Standard English Grammar & Usage**, are taught during the separate 30-minute writing block.
- Spelling tests are given within the writing block, NOT the 90-minute reading block.
- Use the DPI ELA unpacking guide & *Halifax ELA Literacy Framework* to assist with lesson planning: *pedagogy, remediation and student engagement*.
- While the District CASE 21 benchmarks are cumulative, continue to follow the pacing guide as it is the blueprint for data analysis.

Charting a New Course!

Halifax County Schools

Curriculum & Instruction Support Team

Halifax County Schools: ELA Quarterly-Pacing Guide

4thth Grade At-a-Glance

Reading Foundational Skills (RF)

RF.4.4 - Know and apply grade-level phonics and word analysis skills in decoding words.	Quarters (Q)			
RF.4.4a - 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. - Identify and know the meaning of the most common prefixes and derivational suffixes. - Decode words with common Latin suffixes. - Decode multisyllabic words. - Read grade-appropriate irregularly spelled words.	1	2	3	4
RF.4.(4) Fluency				
RF.4.4 - Read with sufficient accuracy and fluency to support comprehension.	Quarters (Q)			
RF.4.4a - Read on-level text with purpose and understanding.	P	P	P	P
RF.4.4b - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	P	P	P	P
RF.4.4c - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	P	P	P	P

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4th Grade At-a-Glance

Literature Text (RL)					Informational Text (RI)				
Key Ideas and Details		Quarters Taught			Key Ideas and Details		Quarters Taught		
RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.		1	P	P	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.	1	P	P	P
RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.		X	2	3	RI.4.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	1	2	P	4
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).		1	P	3	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	3	4
Craft and Structure		Quarters Taught			Craft and Structure		Quarters Taught		
RL.4.4 Determine the meaning of words and phrases as they are used in a text, including words that affect meaning and tone		1	P	P	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> .	1	P	P	P
RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.		X	2	P	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	X	3	4
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		1	P	3	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.	X	2	P	P
Integration of Knowledge and Ideas		Quarters Taught			Integration of Knowledge and Ideas		Quarters Taught		
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	2	P	RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages).	1	P	P	P
RL.4.8 Not applicable to literature		X	X	X	RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	X	2	P	4
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	2	3	RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	P	P	P	P
Range of Reading and Level of Text Complexity		Quarters Taught			Range of Reading and Level of Text Complexity		Quarters Taught		
RL.4.10 By the end of grade 4, read and understand literature within the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.		P	P	P	RI.4.10 By the end of grade 4, read and understand informational texts within the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.	P	P	P	P

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4th Grade At-a-Glance

Language (L)

L.4.(1-2) Conventions of Standard English					L.4.(3) Knowledge of Language				
L.4.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Taught in Writing Block)	Quarters (Qs)				L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum.	Quarters			
	1	2	3	4					
Subject/Verb Agreement: Continue to ensure subject/ verb agreement	1	2	3	4	Capitalization: • Capitalize appropriate words in titles • Continue to use correct capitalization	P	P	P	P
Nouns: • Use abstract nouns (such as <i>courage</i>) • Continue to use regular and irregular plural nouns	1 1	P P	P P	P P	Punctuation: • Use punctuation to separate items in a series • Continue to use commas in addresses • Continue to use commas in dialogue • Continue to use quotation marks in dialogue • Use a comma before a coordinating conjunction in a compound sentence • Use commas and quotations to mark direct speech and quotations from a text • Use a comma to separate an introductory element from the rest of a sentence • Use a comma to set off the words yes and no • Use a comma to set off a tag question from the rest of the sentence • Use a comma to indicate a direct address	1 X 1 1	P 2 P P	P P P P	P P P P
Verbs: • Form and use progressive verb tenses • Use modal auxiliaries (such as <i>may</i> or <i>must</i>) • Form and use the perfect verb tenses • Convey sense of various times, sequences, states, and conditions • Recognize and correct inappropriate shifts in verb tense	X X 1 1 P	2 2 P P P	P P P P P	P P P P P	Spelling: • Continue to use conventional spelling for high frequency words and other studied words • Continue to use conventional spelling for adding suffixes to base words • Continue to use spelling patterns and generalizations when writing words • Spell grade-appropriate words correctly	1 1 1 1	2 P P P P	P P P P P	P P P P P
Adjectives: • Form and use comparative and superlative adjectives and accurately choose which to use – adjective or adverb	1	P	P	P	References: Continue to consult reference materials as needed to check and correct spellings	P	P	P	P

Order adjectives within sentences according to conventional patterns	1	P	P	P					
Conjunctions: - Continue to use coordinating and subordinating conjunctions - Use correlative conjunctions (such as <i>either/or</i>)	X	2	P	P	L.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.	1	2	3	4
Adverbs: - Form and use comparative and superlative adverbs - Use relative adverbs	1	2	3	P	L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. - Choose words and phrases to convey ideas precisely. - Choose punctuation for effect. Differentiate between contexts that call for formal English and situations where informal discourse is appropriate	P	P	P	P
Sentences: - Produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences - Produce, expand, and rearrange simple, compound, and complex sentences	P	P	P	P	L.4 – Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate. *The skills listed under each grade specific standard will appear in the clarification section of the standards.	1	2	3	4
Prepositions: Form and use prepositional phrases	1	P	P	P	L.4.4 Determine and/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: context clues, word parts, word relationships , and reference materials .	P	P	P	P
Pronouns: - Ensure pronoun-antecedent agreement - Use relative pronouns	X	2	P	P	L.4.5 Demonstrate understanding of figurative language and nuances in word meanings. - Explain the meaning of simple similes and metaphors in context. - Recognize and explain the meaning of common idioms, adages, and proverbs. - Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	X	2	X	X
Common Confused Words: Continue to use interjections	X	2	P	P		X	2	X	X
						X	2	X	X
Interjections: Correctly use frequently confused words (such as <i>to, two, too</i>)	P	P	P	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 and that are basic to a particular topic.	P	P	P	P
Phrases and Clauses: - Explain the function of phrases and clauses - Recognize independent and dependent phrases and clauses	1 1	X P	X P	X P					
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Halifax County Schools: ELA Quarterly-Pacing Guide

4th Grade At-a-Glance

Handwriting										Quarters				
RF.4.2 Create readable documents through legible handwriting (cursive).										1	P	P	P	
Writing (W)														
W.4.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.					Quarters		W.4.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.					Quarters		
a.	Organize information and ideas around a topic to plan and prepare to write.	1	X	X	X	a.	Organize information and ideas around a topic to plan and prepare to write.	X	X	3	X			
b.	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 .	1	X	X	X	b.	Orient the reader by establishing a situation and introducing a narrator and/or characters ; organize an event sequence that unfolds naturally.	X	X	3	X			
c.	Provide reasons that are supported by facts and details.	1	X	X	X	c.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.	X	X	3	X			
d.	Link opinion and reasons using words and phrases.	1	X	X	X	d.	Use a variety of transitional words and phrases to manage the sequence of events.	X	X	3	X			
e.	Provide a concluding statement or section related to the opinion presented.	1	X	X	X	e.	Use concrete words and phrases and sensory details to convey experiences and events precisely.	X	X	3	X			
f.	With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing , with consideration to task, purpose , and audience.	1	X	X	X	f.	Provide a conclusion that follows from the narrated experiences or events.	X	X	3	X			
						g.	With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing , with consideration to task, purpose , and audience.	X	X	3	X			
W.4.2- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.					Quarters		W.4.4 Use digital tools and resources to produce and publish writing and to interact and collaborate with others.					Quarters		
a.	Organize information and ideas around a topic to plan and prepare to write.	X	2	X	X	W.4.4 With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills.					1	2	3	4
b.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aiding comprehension.	X	2	X	X									
c.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	X	2	X	X	W.6 – Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.					Quarters			
d.	Link ideas within categories of information using words and phrases .	X	2	X	X	W.4.6 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.					1	2	X	X
e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.	X	2	X	X									
f.	Provide a concluding statement or section related to the information or explanation presented.	X	2	X	X									
g.	With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing , with consideration to task, purpose , and audience.	X	2	X	X									

Halifax County Schools: Common Core ELA Quarterly-Pacing Guide

Editing Marks Anchor Chart

Marks & Meanings	Examples
 capitalize	They fished in lake tahoe.  
 make it lowercase	Five s tudents missed the B us.
sp. spelling mistake	The day was cloudy and cold. 
 add a period	Tomorrow is a holiday 
 delete (remove)	Kim knew the the answer.
 add a word	 Six were in the litter.
 add a comma	He ate peas corn and squash.  
 reverse words or letters	An offer swam in the bed kelp.
 add an apostrophe	The child's bike was red. 
  add quotation marks	 Why can't I go?  she cried.
# make a space	 He read twobooks.
 close the space	Her favorite game is soft  ball.
 begin a new paragraph	 We had fun. Next we went to