

4th Grade ELA Pacing Guide: Quarter 2

Week	Reading RL/RI	Speaking & Listening SL	Reading: Foundational RF	Language L	Writing W
1 (10)	<p>RL.1.1 Compare and contrast the point of view from which different stories are narrated, including the differences between first- and third-person narrations.</p> <p>Text at a Glance Unit</p> 	<p>SL.1.1 1st Standards are taught explicitly during Quarter 1. They should be integrated/revisited in all Quarter lessons (and class discussions). Focus SL Standards for the Quarter 2 are listed below.</p> <p>SL.1.2 Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and tie to the remarks of others.</p> <p>SL.1.3 Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p>RF.1.1 1st Standards are taught explicitly during Quarter 1. They should be integrated/revisited in all Quarter lessons (and class discussions).</p> <p>RF.1.2 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.3 Use combined knowledge of all researched components: orthographic patterns and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllable words in context and out of context.</p>	<p>L.1.1 Use context, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autobiography).</p> <p>Greek & Latin Root Unit</p> 	<p>W.1.1 Informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.1.2 Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings, paragraphs, and multimedia) when useful to aiding comprehension.</p>
2 (10)	<p>RL.1.2 Explain major differences between poems, dramas, and prose, and refer to the structural elements of poems (e.g., verse, stanza, meter) and drama (e.g., cast of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>Compare Poems & Drama Unit</p> 	<p>SL.1.4 Prognose portions of a text read aloud or information presented in diverse media and formats, including visually-quantitative and maps.</p>	<p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.1.5 Read grade-level text with purpose and understanding.</p>	<p>L.1.2 Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p>Synonyms & Antonyms Unit</p> 	<p>W.1.3 Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>W.1.4 Use ideas within paragraphs of information using words and phrases (e.g., another, for example, also, because).</p>
3 (10)	<p>RL.1.3 Compare and contrast a traditional secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>Text and Secondhand Accounts Unit</p> 	<p>SL.1.5 Identify the reasons and evidence a speaker provides to sustain particular points.</p> <p>SL.1.6/NCWE Add audio recordings and visual displays to presentations when appropriate to enhance the development of even ideas or themes.</p> <p>Language & Science Unit</p> 	<p>RF.1.6 Read grade-level prose and poetry, only with accurate comprehension, rate, and expression on automatic reading.</p> <p>RF.1.7 Use context to confirm or correct word recognition, and understanding, reading or meaning.</p> <p>Language Foundations Unit</p> 	<p>L.1.3 Explain the meaning of simple words and metaphors (e.g., its prefix is a picture) in context.</p> <p>Index & Metaphors Unit</p> 	<p>W.1.5 Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.1.6 Provide a concluding statement or section related to the information or explanation presented.</p> <p>Information Writing Unit</p> 

Six Week Pacing Guide For Fourth Grade

**Timothy Rasinski, Nancy Padak, Rick
M. Newton, and Evangeline Newton**



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