

## Jones County School District 4<sup>th</sup> Grade ELA Pacing Guide 2020

1 <sup>ST</sup> 9 WEEKS	2 <sup>ND</sup> 9 WEEKS	3 <sup>RD</sup> 9 WEEKS	4 <sup>TH</sup> 9 WEEKS
<p><b>RL.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly &amp; when drawing inferences from the text.</p> <p><b>RL.4.2</b> Determine a theme of a story, drama, or poem from details in a text; summarize the text.</p> <p><b>RL.4.3</b> 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).</p> <p><b>RL.4.4</b> Determine the meaning of words &amp; phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p><b>RI.4.1</b> Refer to details &amp; examples in a text when explaining what the text says explicitly &amp; when drawing inferences from the text.</p> <p><b>RI.4.2</b> Determine the main idea of a text &amp; explain how it is supported by key details; summarize the text.</p> <p><b>RI.4.4</b> Determine the meaning of general academic &amp; domain-specific words or phrases in a text relevant to grade 4 topics or subject areas.</p> <p><b>L.4.4</b> Determine or clarify the meaning of unknown &amp; multiple-meaning words &amp; phrases based on grade 4 reading &amp; content, choosing</p>	<p><b>RL.4.5</b> Explain major differences between poems, drama, &amp; prose, &amp; refer to structural elements of poems (e.g., verse, rhythm, meter) &amp; drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p><b>RL.4.6</b> Compare &amp; contrast the point of view from which different stories is narrated, including the difference between first- &amp; third-person narrations.</p> <p><b>RI.4.7</b> Make connections between the text of a story or drama &amp; a visual or oral presentation of the text, identifying where each version reflects specific descriptions &amp; directions in the text.</p> <p><b>RI.4.6</b> Compare &amp; contrast a firsthand &amp; secondhand account of the same event or topic; describe the differences in focus &amp; the information provided.</p> <p><b>RI.4.7</b> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) &amp; explain how the information contributes to an understanding of the text in which it appears.</p> <p><b>RI.4.8</b> Explain how an author uses reasons &amp; evidence to support particular points in a text.</p>	<p><b>RI.4.9</b> Compare &amp; contrast the treatment of similar themes &amp; topics (e.g., opposition of good &amp; evil) and patterns of events (e.g., the quest) in stories, myths, &amp; traditional literature from different cultures.</p> <p><b>RI.4.3</b> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened &amp; why, based on specific information in the text.</p> <p><b>RI.4.5</b> 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.</p> <p><b>RI.4.9</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><b>W.4.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive, &amp; clear event sequences.</p> <p><b>REVIEW/REINFORCE:</b>            RL.4.1, RL.4.2, RL.4.3, RL.4.4            RL.4.5, RL.4.6, RL.4.7            RI. 4.1, RI.4.2, RI.4.4, RI.4.6, RI.4.7, RI.4.8            L.4.4, L4.5, L4.6            W.4.1, W.4.2</p>	<p><b>REVIEW OF ALL STANDARDS.</b></p>

<p>flexibly from a range of strategies.</p> <p><b>L.4.5</b> Demonstrate understanding of figurative language, word relationships, &amp; nuances in word meanings.</p> <p><b>L.4.6</b> Acquire &amp; use accurately grade-appropriate general academic &amp; domain-specific words &amp; phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) &amp; that are basic to a particular topic (e.g., wildlife, conservation, &amp; endangered when discussing animal preservation).</p> <p><b>W.4.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p><b>W.4.2</b> Write informative/explanatory texts to examine a topic &amp; convey ideas &amp; information clearly.</p> <p><b>REVIEW/REINFORCE:</b>  RL.4.1, RL.4.2, RL.4.3, RL.4.4  RI. 4.1, RI.4.2, RI.4.4  L.4.4, L4.5, L4.6  W.4.1</p>		
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**ONGOING:**  
L.4.1 Demonstrate command of the conventions of standard English grammar & usage when writing or speaking.  
L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, & spelling when writing.  
L.4.3 Use knowledge of language & its conventions when writing, speaking, reading, or listening.

**Lexile Framework: 740-1010      Total Word Counts per Passage/Paired: 450-800**