Vocabulary

RF
Affix
Context Clues
Decode
Expression
Morphology
Rate

RL
Details
Drama
Character
Character Traits
Connections
Event
Explicit
Narrate

RI
Author's Purpose
Chronology
Comparison
Concept
Details
Evidence
Example
Focus
Historical Fiction
Informative Text
Procedures
Quantitative

W
Action
Category
Closure
Concluding Statement
Conclusion

Descriptive Detail
Dialogue
Digital Source
Introduction
Narrative
Scaffolding
Sequence
Transition Words

L
Adage
Adjectives
Antonyms
Comma
Compound Sentence
Coordinating Conjunction
Figurative Language
Helping Verbs
Idiom
Metaphor

Modal Auxiliary
Progressive Verb Tenses
Proverb
Question Mark
References
Relative Pronoun
Simile
Verbs

SL
Collaborative Discussion
Descriptive Details
Discourse
Facts
Main Idea
Main Point
Pace
Quantitative
Recount
Theme

Recommended Texts*	Resources*

SELMA CITY SCHOOLS

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Fourth Grade First Quarter
2020-2021 Pacing Guide

English Language Arts

Introduction to Your English Language Arts Pacing Guide

Grade 4	English Language Arts				First Quarter
Foundational Skills	**Reading:** Literature	**Reading:** Informational Text	**Writing**	**Language**	**Speaking and Listening**

Weeks 1-2

Review of Third Grade Standards

RF.3.3d-Read grade-appropriate irregularly spelled words.

Weeks 3-4 Start Smart - Wonders

Week 5-Start Core Instruction

RF.4.3-Know and apply grade-level phonics and word analysis skills in decoding words.
- ☐ I can show what I have learned about letters, sounds and words in my reading.

RF.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.
- ☐ RF.4.3.a I can read unfamiliar words that have more than one syllable.

RF.4.4-Read with sufficient accuracy and fluency to support comprehension.
- ☐ RF.4.4 I can fluently read and understand books at my level well.

Reading: Literature

RL.3.6-Distinguish their own point of view from that of the narrator or those of the characters.
RL.3.10-By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the

RL.4.1Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- ☐ I Can explain a story by referring to details and examples in the text.

RL.4.3Refer-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).
- ☐ I Can use specific details from the story to describe a character, setting, or event.

Reading: Informational Text

RI.3.6-Distinguish their own point of view from that of the author of a text.
RI.3.10-By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the

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.
- ☐ **RI.4.1** I can explain what informational text teaches me by referring to details and examples from the text.

RI.4.2-Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- ☐ RI.4.2 I can figure out the main idea in informational texts.
- ☐ RI.4.2 I can explain how the main idea in informational texts is supported by the details in the text.
- ☐ RI.4.2 I can use my own words to summarize informational texts I have read.

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.
- ☐ **RI. 4.3 I CAN** explain events or procedures in a historical, scientific, or technical text, including what happened and why.

Writing

W.3.2a- Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
W.3.7- Conduct short research projects that build knowledge about a topic.
W.3.8- Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
W.3.2d- Provide a concluding statement or section.
W.3.1b- Provide reasons that support the opinion.
W.3.3b- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
W.3.6- With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
W.3.10- 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.
W.3.3a- Establish a situation and introduce a narrator, characters, or both; organize an event sequence that unfolds naturally.

W.4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- ☐ W.4.2.B I can develop a topic using facts, definitions, details, quotations or other information and examples.

Language

AL Specific-Write legibly in cursive.
L.3.3-Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.3.3a-Choose words and phrases for effect.
L.3.3b-Recognize and observe differences between the conventions of spoken and written Standard English.

L.4.1-Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
L.4.1b-Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
- ☐ 4.1.b I can correctly write and use progressive verb tenses (e.g., I was talking, I am talking, I will be talking).

L.4.1 f-Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- ☐ 4.1.f I can write complete sentences.

L.4.2 -Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- ☐ 4.2 I can show that I know how to write sentences correctly.

L.4.3 a-Use correct capitalization.
- ☐ 4.3.A I can choose interesting words and phrases to help others understand my ideas better.

Speaking and Listening

SL.3.1-Engage effectively in a range of collaborative discussions (one-on one, in groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on others' ideas and expressing their own clearly.
SL.3.1d-Explain their own ideas and understanding in light of the discussion.

Speaking and Listening

SL.4.1b-Follow agreed-upon rules for discussions and carry out assigned roles.
- ☐ 4.1.b I can follow agreed-upon rules for discussion and carry out my assigned role.

SL4.1d-Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

4.1.d I can think about what is discussed and explain any new thinking that I have.

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.
- ☐ SL. 4.4 I can on a topic or text using appropriate facts and descriptive details.

			W.4.3a Orient the reader by establishing a situation and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally. ☐ W.4.3.A I can provide an introduction in my stories that creates a situation, introduces a narrator & characters and organizes a plot that unfolds naturally. **W.4.3b** Use dialogue and description to develop experiences and events or show the responses of characters to situations. ☐ 4.3.b I can use dialog and description to develop experiences and events or to show how the characters respond to different situations in the story. **W.4.3c** Use a variety of transitional words and phrases to manage the sequence of events. **W.4.3d** Use concrete words and phrases and sensory details to convey experiences and events precisely. ☐ 4.3.d I can use very specific words and phrases, as well as sensory details, to express experiences and events. **W.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic. ☐ 4.7 I can conduct short research projects to help me learn about topics through investigation. **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 ☐ 4.8 I can recall what I have learned or find new information from books or technology to help me with my research. ☐ 4.8 I can take notes to help me organize the research in my writing ☐ 4.8 I can provide a list of sources that I used for gathering information for my writing.	**L.4.2c**-Use a comma before a coordinating conjunction in a compound sentence. ☐4.3.C I can figure out when I need to use formal speech and when I can use informal speech. **L.4.4 b**-Choose punctuation for effect. ☐4.4.b I can determine the meanings of unknown words by using what I know about common Greek and Latin prefixes, suffixes and roots.	☐

			W.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]"). □ 4.9.a I can apply all that I have learned in 4th grade reading to writing literature texts. **W.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"). □ 4.9.b I can apply all that I have learned in 4th grade reading to writing informational texts.		□

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Vocabulary

RF
Prefixes
Root Words
Suffixes
Syllables

RL
Casts
Conflict
Descriptions
Dialogue
Myths
Settings
Solutions
Stage Directions
Theme
Traditional Literature

RI
Animations
Diagrams
Graphs
Historical Text
Interactive Elements
Main Idea
Problem
Scientific Text
Solution
Technical Text
Timelines

W
Brainstorming
Explanatory Text
Opinion
Organization
Phrase
Reasoning
Transition Words

L
Punctuation
Relative Adverbs

SL
Formal English
Informal English
Roles In Discussions

Recommended Texts*	Resources*

SELMA CITY SCHOOLS

Fourth Grade Second Quarter

Pacing Guide

English Language Arts

Foundational Skills	Reading: Literature	Reading: Informational Text	Writing	Language	Speaking and Listening
RF.4.4b- Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. ☐ 4.4.b I can read fourth grade books and poems aloud accurately, at the right speed and with expression.	**RL.4.2**-Determine a theme of a story, drama, or poem from details in the text; summarize the text. ☐ RL.4.2 I can figure out the theme of a fiction text by thinking about the details in the text. ☐ RL.4.2 I can summarize a fiction text in my own words. **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*). ☐ RL.4.4 I can figure out the meanings of words and phrases an author uses. ☐ RL.4.4 I can understand words that have been created from characters found in mythology (e.g., Herculean). **RL.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, ☐ RL.4.5 I can talk about the structural elements of drama (casts, settings, descriptions, dialogue, stage directions). ☐ RL. 4.5 I can write or talk about the differences between poems, plays and fictional stories.	**RI.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*. ☐ RI.4.4 I can figure out the meanings of words and phrases in science and social studies texts. **RI.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. ☐ RI.4.5 I can describe the organization (e.g., time order, comparison, cause & effect or problem & solution) of events, ideas, concepts or information in informational texts.	**W.4.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic. ☐ 4.2.d I can use precise wording and specific vocabulary to teach others about a topic. **W.4.3a** Orient the reader by establishing a situation and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally. ☐ 4.3a I can provide an introduction in my stories that creates a situation, introduces a narrator & characters and organizes a plot that unfolds naturally. **W.4.3b** Use dialogue and description to develop experiences and events or show the responses of characters to situations. ☐ 4.3b I can use dialog and description to develop experiences and events or to show how the characters respond to different situations in the story.	**L.4.1g**-Correctly use frequently confused words (e.g., *to, too, two; there, their*). ☐ 4.1.g I can correctly use commonly confused words (e.g., to, too, two; their & there) **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. ☐ 4.4 I can determine the meanings of words by using the strategies I have learned and by thinking about what I have read. **L.4.4a**-Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. ☐ 4.4.a I can use context clues to figure out the meanings of words or phrases. **L.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*). ☐ 4.4.b I can determine the meanings of unknown words by using what I know about common Greek and Latin prefixes, suffixes and roots. **L.4.4c-** 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. ☐ **4.4.c** I can use print and computer reference sources to help me find the pronunciations	**SL.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. ☐ SL.4.1 I can effectively participate in different types of discussions and with different people. ☐ SL.4.1 I can build on others' ideas and express my own ideas clearly. **SL.4.3**-Identify the reasons and evidence a speaker provides to support particular points. ☐ SL.4.3 I can identify the reasons or evidence that a speaker gives to support his/her points.

				□ and clarify meanings of new words or phrases. **L.4.5**-Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. □ I can show that I understand figurative language. □ I can figure out how words are related and how their meanings might be similar. **L.4.4a.-**Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context. 4.4.a I can use context clues to figure out the meanings of words or phrases. **L.4.5b**-Recognize and explain the meaning of common idioms, adages, and proverbs. □ 4.5.b I can recognize and explain the meaning of common idioms, adages and proverbs	

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Vocabulary

RF
Poetry
Prose

RL
First Person
Inferences
Meter
Myths
Point Of View
Prose
Rhythm
Summarize
Third Person
Traditional Literature
Verse

RI
Cause and Effect
Compare and Contrast
Firsthand Account
Inferences
Second Hand Account
Summarize

W
Concrete Details
Edit
Evidence
Formatting
Illustrations
Introduction Sentence
Multi-Media
Plan
Publish
Reflection
Research
Research Project
Revise

L
Capitalization
Conjunction
Formal Language
Informal Language
Prepositional Phrases

SL
Diverse
Evidence
Paraphrase
Reasoning

Recommended Texts*	Resources*

SELMA CITY SCHOOLS

Fourth Grade   Third Quarter

Pacing Guide

English Language Arts

Foundational Skills	Reading: Literature	Reading: Informational Text	Writing	Language	Speaking and Listening
RF4.4c-Use context to confirm or self-correct word recognition and understanding, rereading as necessary. ☐ RF.4.4.c I can use what I understand from my reading to help me figure out or correct words I am having trouble with.	**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. ☐ RL.4.6 I can compare and contrast different stories by thinking about the points of view from which they are told. ☐ RL.4.6 I can tell the difference between first- and third-person narrators. **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. ☐ RL.4.9 I can compare and contrast how authors from different cultures write about similar themes (e.g., good vs. evil) in stories, myths and traditional literature. ☐ RL.4.9 I can compare and contrast how authors from different cultures write about patterns of events (e.g., the quest) in stories, myths and traditional literature.	**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. ☐ 4.6 I can compare and contrast the information given in a firsthand account (a person who was present) and secondhand account (a person who was not present, but was told) of the same event or topic. **RI.4.8-**Explain how an author uses reasons and evidence to support particular points in a text. ☐ RI.4.8 I can explain how an author uses reasons and evidence to support particular points in informational texts. **RI.4.9**-Integrate information from two texts on the same topic in order write or speak about the subject knowledgeably. ☐ RI.4.9 I can use information from two different informational texts on the same topic to help me write or speak with knowledge about the topic.	**W.4.1b** Provide reasons that are supported by facts and details ☐ W.4.1.B I can give reasons that are supported by facts and details when writing my opinion. **W.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. ☐ 4.2.a I can write an informative text that introduces my topic and then groups related information together in paragraphs or sections. **W.4.3b** Use dialogue and description to develop experiences and events or show the responses of characters to situations. ☐ 4.3.b I can use dialog and description to develop experiences and events or to show how the characters respond to different situations in the story. **W.4.3c** Use a variety of transitional words and phrases to manage the sequence of events. ☐ 4.3.c I can use different types of transitional words and phrases to help with the sequence of my story. **W.4.3d** Use concrete words and phrases and sensory details to convey experiences and events precisely. ☐ 4.3.d I can use very specific words and phrases, as well as sensory details, to express experiences and events. **W.4.3e** Provide a conclusion that follows from the narrated experiences or events. ☐ 4.3.e I can write a conclusion (ending) that makes sense with the experiences and events I shared in my story.	**L.4.1a**-Use relative pronouns *(who, whose, whom, which, that)* and relative adverbs *(where, when, why)*. ☐ 4.1.a I can use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why) correctly when I write or speak. **L.4.2d**-Spell grade-appropriate words correctly, consulting references as needed. ☐ 4.2.d I can use appropriate references to help me spell fourth grade words. **L.4.3**-Use knowledge of language and its conventions when writing, speaking, reading, or listening. ☐ 4.3 I can write, speak, read and listen by using my knowledge of the English language. **L.4.3a**-Choose words and phrases to convey ideas precisely. ☐ 4.3.a I can choose interesting words and phrases to help others understand my ideas better. **L.4.3c**-Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). ☐ 4.3.c I can figure out when I need to use formal speech and when I can use informal speech. **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.,	**SL.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. ☐ 4.1.c I can ask and answer questions to help me understand discussions, stay on topic and that contribute to others' ideas and remarks **SL.4.5**-Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. ☐ SL.4.5 I can create engaging audio recordings or visual displays to help me better explain a main idea or theme when necessary. **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 L.4.1 and L.4.3 for specific expectations). ☐ 4.6 I can figure out when to use formal English and when it is appropriate to use informal English.

			W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. ☐ 4.4 I can produce clear and organized writing. **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. ☐ 4.6 I can use technology to create and publish my writing ☐ 4.6 I can use technology to communicate and collaborate with others. **W.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic. ☐ 4.7 I can conduct short research projects to help me learn about topics through investigation. **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. ☐ 4.8 I can recall what I have learned or find new information from books or technology to help me with my research. ☐ 4.8 I can take notes to help me organize the research in my writing ☐ 4.8 I can provide a list of sources that I used for gathering information for my writing. **W.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]"). ☐ 4.9.a I can apply all that I have	*quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation*, and *endangered* when discussing animal preservation). ☐ 4.6 I can figure out and use fourth grade words that show specific actions, emotions or states of being. ☐ 4.6 I can figure out and use fourth grade words that are centered around a specific topic.	

			☐ learned in 4th grade reading to writing literature texts.
			
			W.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").
			
			    ☐ 4.9.b I can apply all that I have learned in 4th grade reading to writing informational texts.
			
			W.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.
			
			    ☐ 4.10 I can write with stamina for short time frames or over a longer period of time depending on my purpose, audience and topic.		

Vocabulary			
RL	**W**	**L**	**SL**
Compare And Contrast	Audience	Complete Sentence	Formal English
Dramas	Author's Purpose	Context Clues	Informal English
Mythology	Essay	Fragment	Roles In Discussions
Oral Presentations	Print Source	Greek Prefix	
Poems	Prompt	Greeek Roots	
Prose	Section	Greek Suffix	
	Situation	Homophones	
RI	Stamina	Latin Prefix	
History Text	Task	Latin Roots	
Science Text	Technique	Latin Suffix	
Technical Text	Temporal Word	Multi-Meaning Words	
	Thought	Run On Sentence	
	Topic		
	Writer's Purpose		

Recommended Texts*	Resources*

SELMA CITY SCHOOLS

Fourth Grade Fourth Quarter

Pacing Guide

Grade 4		English Language Arts			Fourth Quarter
Foundational Skills	**Reading: Literature**	**Reading: Informational Text**	**Writing**	**Language**	**Speaking and Listening**

Foundational Skills

RF.4.4a-Read on-level text with purpose and understanding.

☐ 4.4.a I can read and understand fourth grade texts.

Reading: Literature

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.

☐ 4.7 I can make connections between a written text and a visual or oral presentation of the same text.

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.

☐ 4.10 I can read and understand fourth grade stories, plays and poems independently.

Reading: Informational Text

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.

☐ RI.4.7 I can figure out, understand and use information from charts, graphs, diagrams, time lines, animations or other internet presentations to help me explain my understanding of informational texts.

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.

☐ RI.4.10 I can read and understand 4th grade informational texts independently.

Writing

W.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.

☐ 4.1.a I can write my opinion in an organized way that introduces my topic clearly, states my opinion, and groups related ideas together.

W.4.1c Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).

☐ 4.1.c I can connect my opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

W.4.3a Orient the reader by establishing a situation and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally.

☐ 4.3.A I can provide an introduction in my stories that creates a situation, introduces a narrator & characters and organizes a plot that unfolds naturally.

W.4.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.

☐ 4.3.b I can use dialog and description to develop experiences and events or to show how the characters respond to different situations in the story.

W.4.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.

☐ 4.3.d I can use very specific words and phrases, as well as sensory details, to express experiences and events.

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Language

L.4.1a-Use relative pronouns *(who, whose, whom, which, that)* and relative adverbs *(where, when, why)*.

☐ 4.1.A I can use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why) correctly when I write or speak.

L.4.2d-Spell grade-appropriate words correctly, consulting references as needed.

☐ 4.2.d I can use appropriate references to help me spell fourth grade words.

L.4.3-Use knowledge of language and its conventions when writing, speaking, reading, or listening.

☐ 4.3 I can write, speak, read and listen by using my knowledge of the English language.

L.4.3a-Choose words and phrases to convey ideas precisely.

☐ 4.3.a I can choose interesting words and phrases to help others understand my ideas better.

L.4.3c-Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

☐ 4.3.C I can figure out when I need to use formal speech and when I can use informal speech.

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., *wildlife, conservation,* and *endangered* when discussing animal preservation).

☐ 4.6 I can figure out and use

Speaking and Listening

SL.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.

☐ 4.1.c I can ask and answer questions to help me understand discussions, stay on topic and that contribute to others' ideas and remarks

SL.4.5-Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

☐ 4.5 I can create engaging audio recordings or visual displays to help me better explain a main idea or theme when necessary.

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 L.4.1 and L.4.3 for specific expectations).

☐ 4.6 I can figure out when to use formal English and when it is appropriate to use informal English.

				☐ W.4.5 I can plan, revise and edit my writing with the help of peers and adults.
				
				W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
				    ☐ 4.7 I can conduct short research projects to help me learn about topics through investigation.
				
				W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research
				    ☐ 4.9 I can gather evidence from fiction or informational text to support my investigation, thinking and research.
				
				W.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]").
				
				    ☐ 4.9.a I can apply all that I have learned in 4th grade reading to writing literature texts.
				
				W.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.
				    ☐ 4.10 I can write with stamina for short time frames or over a longer period of time depending on my purpose, audience and topic.
					☐ fourth grade words that show specific actions, emotions or states of being.
					☐ 4.6 I can figure out and use fourth grade words that are centered around a specific topic.	