

4th Grade English Language Arts Essentials Assessment Pacing

Standards highlighted in yellow are [MCSD Power Standards](#) & old standards are in parentheses.

	Term 1	Term 2	Term 3	Term 4
Speaking & Listening	Standard 4.SL.1 Prepare for and participate effectively in a range of conversations and collaborations using grade-level appropriate vocabulary with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own ideas clearly.			
	4.SL.1a Respond thoughtfully to others' perspectives in orderly and civil discussions that involve turn-taking. Acknowledge comments and claims made on opposing sides and determine if additional information is needed.		4.SL.1b Participate in conversations by posing questions, acknowledging new information, connecting responses with reasoning and elaboration, and keeping the discussion on topic.	
Reading Phonemic Awareness, Phonics, Vocabulary, & Comprehension (7 Essential Comprehension Skills)	Standard 4.R.4 (RF.4) Read grade-level text with sufficient accuracy and fluency to support comprehension.	Standard 4.R.4 (RF.4) Read grade-level text with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> • MOY-103 wpm 97% accuracy 	Standard 4.R.4 (RF.4) Read grade-level text with sufficient accuracy and fluency to support comprehension.	Standard 4.R.4 (RF.4) Read grade-level text with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> • EOY-115 wpm 98% accuracy
	Standard 4.R.6 (RL.2 & RI.2) Summarize texts using textual evidence, from a variety of text types, to determine a theme or main idea and explain how it is supported by key details. (RL & RI)			
	Standard 4.R.7 (RL.3 & RI.3) Describe in depth a character, settings, or event in a story or drama, drawing on specific details in the text. (RL) 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)			
	Standard 4.R.9 (L.4) Determine or clarify the meaning of unknown and multi-meaning words and phrases, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> • 4.R.9a (L.4.a) Use context as a clue to the meaning of a word or phrase. (RL & RI) 		Standard 4.R.9 (L.4) Determine or clarify the meaning of unknown and multi-meaning words and phrases, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> • 4.R.9b (L.4.b) Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. 	
				Standard 4.R.11 (RL.6 & RI.6) Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (RL) Compare and contrast a primary and secondary source on the same event or topic. (RI)
	Standard 4.R.14 (RL.9 & RI.9) Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures. (RL) Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (RI)			

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<p>Writing</p> <p>Includes Grammar skills</p>	<p>Standard 4.W.2 (W.2, W.2.e) Write informative/explanatory pieces to examine a topic that conveys ideas and information clearly and provide a concluding section related to the information or explanation presented.</p> <ul style="list-style-type: none"> ● 4.W.2.a (W.2.a) Introduce a topic and group related information in paragraphs and/or sections using organizational structures, produce complex sentences, and text features to support the writer's purpose. ● 4.W.2.b (W.2.b) Develop the topic using relevant facts, definitions, concrete details, quotations, or examples. ● 4.W.2.c (W.2.c) Link ideas within categories of information using words and phrases. ● 4.W.2.d (L.1.c, d, g) Use prepositional phrases and content-specific vocabulary to inform about or explain the topic. ● 4.W.2.e (L.1.h) Use a comma before a coordinating conjunction in a compound sentence, recognizing and correcting inappropriate fragments and run-ons. 	<p>Standard 4.W.3 (W.3, W.3.e) Write narrative pieces to develop real or imagined experiences or events using effective technique, descriptive details, clear event sequences, and provide a resolution.</p> <ul style="list-style-type: none"> ● 4.W.3.a (W.3.a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. ● 4.W.3.b (W.3.b) Use dialogue and description to develop experiences and events or show the responses of characters to situations. ● 4.W.3.c (W.3.c) Use a variety of transitional words and phrases to manage the sequence of events. ● 4.W.3.d (W.3.d) Use concrete words, phrases, complex sentences, and sensory details to convey experiences and events precisely (e.g., relative pronouns and adverbs, progressive verb tenses, adjectives, and prepositional phrases). ● 4.W.3.e (L.1.h) Use a comma before a coordinating conjunction in a compound sentence, recognizing and correcting inappropriate fragments 	<p>Standard 4.W.1 (W.1, W.1.d) Write argumentative pieces on topics and/or texts, supporting a point of view with evidence and information, and provide a concluding section related to the claim presented.</p> <ul style="list-style-type: none"> ● 4.W.1.a (W.1.a, b) Introduce a topic, state a claim that is supported by evidence, produce complex sentences, and create an organizational structure in which related ideas are grouped to support the writer's purpose. ● 4.W.1.b (W.1.c) Use linking words and phrases to connect the claim to the evidence. ● 4.W.1.c (L.1.h) Use a comma before a coordinating conjunction in a compound sentence, recognizing and correcting inappropriate fragments and run-ons. ● 4.W.1d (L.1 c, d, g) Use precise language (e.g., relative pronouns and adverbs, progressive verb tenses, adjectives, and prepositional phrases) and content-specific vocabulary to inform about or explain the topic. <p>Standard 4.W.4 (W.7) Conduct short research projects to build knowledge through investigation of different aspects of a topic.</p>	<p>Standard 4.W.2 (W.2, W.2.e) Write informative/explanatory pieces to examine a topic that conveys ideas and information clearly and provide a concluding section related to the information or explanation presented.</p> <ul style="list-style-type: none"> ● 4.W.2.a (W.2.a) Introduce a topic and group related information in paragraphs and/or sections using organizational structures, produce complex sentences, and text features to support the writer's purpose. ● 4.W.2.b (W.2.b) Develop the topic using relevant facts, definitions, concrete details, quotations, or examples. ● 4.W.2.c (W.2.c) Link ideas within categories of information using words and phrases. ● 4.W.2.d (L.1.c, d, g) Use prepositional phrases and content-specific vocabulary to inform about or explain the topic. ● 4.W.2.e (L.1.h) Use a comma before a coordinating conjunction in a compound sentence, recognizing and correcting inappropriate fragments and run-ons.

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		and run-ons.	<ul style="list-style-type: none"> ● 4.W.4a (W.8,9) Gather and organize information from multiple relevant sources on the subject. ● 4.W.4b (New) Elaborate to demonstrate understanding of the subject under investigation. ● 4.W.4c (W.8) Recall or gather relevant information and provide a list of sources. ● 4.W.4d (New) Interact and collaborate with others throughout the writing process. 	