

PUBLIC SCHOOLS OF EDISON TOWNSHIP  
OFFICE OF CURRICULUM AND INSTRUCTION



ELA Grade 4

Length of Course:	Term
Elective/Required:	Required
Schools:	Elementary
Eligibility:	Grade 4
Credit Value:	N/A
Date Approved:	August 24, 2020

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**Grade 4 Reading Pacing Guide**

Fourth Grade	Reading Literature	Reading Informational	Reading Foundations	<u>Social Emotional Competencies</u>
<p><b>Marking Period 1</b></p> <p><b>Units:</b></p> <p><b>1: The Reading Community (2 weeks)</b></p> <p><b>2: Recognizing Text Features (3 week)</b></p> <p><b>3: Questioning (3 weeks)</b></p> <p><b>Vocabulary Weeks 1 through 8</b></p>	<p><b>RL.4.1</b> Explain text evidence  <b>RL.4.2 (a,b)</b> Analyze text to determine poetry/story theme &amp; to summarize  <b>RL.4.3</b> Analyze story elements  <b>RL.4.4</b> Determine meaning of words/phrases (including mythology)  <b>RL.4.7</b> Make connections between text &amp; multimedia</p>	<p><b>RI.4.1</b> Explain text evidence  <b>RI.4.3</b> Explain events, ideas &amp; concepts in sci/history text  <b>RI.4.4</b> Determine the meaning of academic &amp; domain-specific words  <b>RI.4.6</b> Compare &amp; contrast perspectives of same event/topic  <b>RI.4.7</b> Interpret multimedia  <b>RI.4.8</b> Explain how author uses evidence to support points  <b>RI.4.9</b> Integrate two texts  <b>RI.4.10</b> Read, comprehend and connect to informational text</p>	<p><b>RF4.4 (a,c)</b> Read with accuracy &amp; fluency</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher and students build the reading community by sharing their reading lives.</li> <li><input type="checkbox"/> Students learn and practice the procedure for gathering for a read-aloud</li> <li><input type="checkbox"/> Students learn and practice the procedure for "Turn to Your Partner."</li> <li><input type="checkbox"/> Students work in a responsible way.</li> <li><input type="checkbox"/> Students listen respectfully to the thinking of others and share their own.</li> <li><input type="checkbox"/> Students learn and practice the procedure for "Think, Pair, Share"</li> <li><input type="checkbox"/> Students learn and practice the procedure for "Think, Pair, Write"</li> <li><input type="checkbox"/> Students share their partners' thinking with the class.</li> <li><input type="checkbox"/> Students analyze the effect of their behavior on others and on the group work</li> <li><input type="checkbox"/> Students develop the skill of explaining their thinking.</li> <li><input type="checkbox"/> Students analyze why it is important to be respectful.</li> <li><input type="checkbox"/> Students build on one another's thinking during class discussions.</li> </ul>
<p><b>Marking Period 2</b></p> <p><b>Units:</b></p> <p><b>4: Analyzing Text Structure (5 weeks)</b></p> <p><b>5: Making Inferences: (3 weeks)</b></p> <p><b>Vocabulary: Weeks 9 through 15</b></p>	<p><b>RL.4.1</b> Explain text evidence  <b>RL.4.2 (a,b)</b> Analyze text to determine poetry/story theme &amp; to summarize  <b>RL.4.3</b> Analyze story elements  <b>RL.4.4</b> Determine meaning of words/phrases (including mythology)  <b>RL.4.5</b> Explain structure of poems &amp; drama  <b>RL.4.6</b> Explain points of view found in single text  <b>RL.4.7</b> Make connections between text &amp; multimedia  <b>RL.4.9</b> Compare/contrast  <b>RL.4.10</b> Read,comprehend &amp; connect to complex literature</p>	<p><b>RI.4.6</b> Compare &amp; contrast perspectives of same event/topic</p>	<p><b>RF4.4 (a,c)</b> Read with accuracy &amp; fluency</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students work in a responsible way.</li> <li><input type="checkbox"/> Students listen respectfully to the thinking of others and share their own.</li> <li><input type="checkbox"/> Students build on ont another's thinking during class discussion</li> <li><input type="checkbox"/> Students build on one another's thinking during class discussions.</li> <li><input type="checkbox"/> Students analyze the effect of their behavior on others and on the group work</li> <li><input type="checkbox"/> Students develop the skill of agreeing and disagreeing in a caring way</li> <li><input type="checkbox"/> Students relate the value of respect to their behavior</li> <li><input type="checkbox"/> Students use discussion prompts to build on their partners' thinking</li> <li><input type="checkbox"/> Students develop the skill of confirming that they understand another person's thinking by repeating back what they heard.</li> <li><input type="checkbox"/> Students analyze why it is important to be respectful</li> <li><input type="checkbox"/> Students develop the skill of using clarifying questions and statements.</li> <li><input type="checkbox"/> Students learn and practice the procedure for "Heads Together."</li> <li><input type="checkbox"/> Students develop the skill of including everyone in and contributing to group work</li> </ul>

<p><b>Marking Period 3</b></p> <p><b>Units:</b></p> <p><b>6: Making Inferences (4 Weeks)</b></p> <p><b>7: Analyzing Text Structure (4 Weeks)</b></p> <p><b>Vocabulary: Weeks 16 through 23</b></p>	<p><b>RL.4.1</b> Explain text evidence  <b>RL.4.2 (a,b)</b> Analyze text to determine poetry/story theme &amp; to summarize  <b>RL.4.3</b> Analyze story elements  <b>RL.4.4</b> Determine meaning of words/phrases (including mythology)  <b>RL.4.10</b> Read,comprehend &amp; connect to complex literature</p>	<p><b>RI.4.1</b> Explain text evidence  <b>RI.4.2 (a,b)</b> Analyze text development to determine main idea &amp; summarize information  <b>RI.4.3</b> Explain events, ideas &amp; concepts in sci/history text  <b>RI.4.4</b> Determine the meaning of academic &amp; domain-specific words  <b>RI.4.5</b> Describe structure of events, ideas &amp; concepts  <b>RI.4.6</b> Compare &amp; contrast perspectives of same event/topic  <b>RI.4.7</b> Interpret multimedia  <b>RI.4.8</b> Explain how author uses evidence to support points  <b>RI.4.9</b> Integrate two texts  <b>RI.4.10</b> Read, comprehend and connect to informational text</p>	<p><b>RF4.4 (a,b,c)</b> Read with accuracy &amp; fluency</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students analyze the effect of their behavior on others and on the group work.</li> <li><input type="checkbox"/> Students develop the skills of using clarifying questions and statements.</li> <li><input type="checkbox"/> Students develop the skill of confirming that they understand another friend’s thinking by repeating back what they heard.</li> <li><input type="checkbox"/> Students learn the procedure for “Group Brainstorming”</li> <li><input type="checkbox"/> Students include everyone.</li> <li><input type="checkbox"/> Students work in a responsible way during group work.</li> <li><input type="checkbox"/> Students listen respectfully to the thinking of others and share their own.</li> <li><input type="checkbox"/> Students build on one another’s thinking during small-group discussions.</li> <li><input type="checkbox"/> Students explain their thinking.</li> </ul>
<p><b>Marking Period 4</b></p> <p><b>Units:</b></p> <p><b>8: Determining Important Ideas and Summarizing (5 Weeks)</b></p> <p><b>9: Revisiting the Reading Community (1 Week)</b></p> <p><b>Vocabulary: Weeks 24 through 30</b></p>	<p><b>RL.4.1</b> Explain text evidence  <b>RL.4.2 (a,b)</b> Analyze text to determine poetry/story theme &amp; to summarize  <b>RL.4.3</b> Analyze story elements  <b>RL.4.4</b> Determine meaning of words/phrases (including mythology)  <b>RL.4.5</b> Explain structure of poems &amp; drama  <b>RL.4.6</b> Explain points of view found in single text  <b>RL.4.10</b> Read,comprehend &amp; connect to complex literature</p>	<p><b>RI.4.1</b> Explain text evidence  <b>RI.4.2 (a,b)</b> Analyze text development to determine main idea &amp; summarize information  <b>RI.4.3</b> Explain events, ideas &amp; concepts in sci/history text  <b>RI.4.5</b> Describe structure of events, ideas &amp; concepts  <b>RI.4.6</b> Compare &amp; contrast perspectives of same event/topic  <b>RI.4.9</b> Integrate two texts  <b>RI.4.10</b> Read, comprehend and connect to informational text</p>	<p><b>RF4.4 (a,b,c)</b> Read with accuracy &amp; fluency</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students develop the skill of giving reasons for their opinions.</li> <li><input type="checkbox"/> Students make decisions and solve problems respectfully.</li> <li><input type="checkbox"/> Students act in fair and caring ways.</li> <li><input type="checkbox"/> Students listen respectfully to the thinking of others and share their own.</li> <li><input type="checkbox"/> Students work in a responsible way.</li> <li><input type="checkbox"/> Students discuss their opinions respectfully.</li> <li><input type="checkbox"/> Students give feedback in a caring way.</li> <li><input type="checkbox"/> Students analyze the effect of their behavior on others and on the group work.</li> <li><input type="checkbox"/> Students reflect on the reading community.</li> </ul>

**Grade 4 Writing Pacing Guide**

Fourth Grade	Writing	Speaking and Listening	Language	<u>Social Emotional Competencies</u>
<p><b>Marking Period 1</b></p> <p><b>10 Weeks</b></p> <p><b>Units:</b></p> <p><b>1: The Writing Community (3 Weeks)</b></p> <p><b>2: The Writing Process (2 Weeks)</b></p> <p><b>3: Personal Narrative (2 Weeks)</b></p> <p><b>Skill Practice Book: Lessons 1-8</b></p>	<p><b>W.4.1 (a,b,c,d)</b> Write opinion pieces</p> <p><b>W.4.3 (a,b,c,d,e)</b> Write narrative pieces</p> <p><b>W.4.4 (a,b,c,d,e)</b> Organize writing</p> <p><b>W.4.5</b> Plan, revise, edit</p> <p><b>W.4.6</b> Use technology to produce, publish &amp; collaborate</p> <p><b>W4.9a Apply Grade 4 Reading Standards to Literature</b></p> <p><b>W.4.10</b> Write over short or extended time, for task, purpose &amp; audience</p>	<p><b>SL4.1 (a,b,c,d)</b> Converse collaboratively</p> <p><b>SL4.2</b> Paraphrase information presented orally/ other media</p> <p><b>SL.4.4</b> Report on a topic &amp; tell a story</p>	<p><b>L.4.1 (a,b,e,f,g)</b> Demonstrate command of conventions grammar (progressive verbs, auxiliaries, prepositions)</p> <p><b>L.4.2 (a,c,d)</b> Demonstrate command of conventions capitalization, punctuation, spelling</p> <p><b>L.4.3 (a,)</b> Use knowledge of language</p> <p><b>L.4.4 (c)</b> Determine or clarify unknown/multiple meaning words &amp; phrases</p> <p><b>L.4.5 (c)</b> Demonstrate word relationships, figurative language</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher and student build the writing community.</li> <li><input type="checkbox"/> Students learn the procedures for Writing Time, "Turn to Your Partner", and "Think, Pair Share."</li> <li><input type="checkbox"/> Students listen respectfully and build upon the thinking of others, and share their own.</li> <li><input type="checkbox"/> Students work in a responsible way during writing and conference time.</li> <li><input type="checkbox"/> Students express interest and appreciation for one another's work.</li> <li><input type="checkbox"/> Students help one another improve their writing.</li> <li><input type="checkbox"/> Students act in fair and caring ways.</li> <li><input type="checkbox"/> Students make decisions and solve problems respectfully.</li> </ul>
<p><b>Marking Period 2</b></p> <p><b>Units:</b></p> <p><b>3 : Personal Narrative continued (2 Weeks)</b></p> <p><b>4: Fiction (6 Weeks)</b></p> <p><b>Skill Practice Book: Lessons 9-15</b></p>	<p><b>W.4.1 (a,b,d)</b> Write opinion pieces</p> <p><b>W.4.2 (a,b,c,d,e,)</b> Write informative &amp; explanatory</p> <p><b>W.4.3 (a,b,c,d,e)</b> Write narrative pieces</p> <p><b>W.4.4 (a,b,c,d,e)</b> Organize writing</p> <p><b>W.4.5</b> Plan, revise, edit</p> <p><b>W.4.6</b> Use technology to produce, publish &amp; collaborate</p> <p><b>W.4.7</b> Conduct short research</p> <p><b>W4.9a Apply Grade 4 Reading Standards to Literature</b></p> <p><b>W.4.10</b> Write over short or extended time, for task, purpose &amp; audience</p>	<p><b>SL4.1 (a,b,c,d)</b> Converse collaboratively</p> <p><b>SL4.2</b> Paraphrase information presented orally/ other media</p> <p><b>SL.4.4</b> Report on a topic &amp; tell a story</p>	<p><b>L.4.1 (a,b,c,d,e,f,g)</b> Demonstrate command of conventions grammar (progressive verbs, auxiliaries, prepositions)</p> <p><b>L.4.2 (a,b,c,d)</b> Demonstrate command of conventions capitalization, punctuation, spelling</p> <p><b>L.4.3 (b)</b> Use knowledge of language</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students listen respectfully and build upon the thinking of others, and share their own.</li> <li><input type="checkbox"/> Students work in a responsible way during writing and conference time.</li> <li><input type="checkbox"/> Students express interest and appreciation for one another's work.</li> <li><input type="checkbox"/> Students help one another improve their writing.</li> <li><input type="checkbox"/> Students act in fair and caring ways.</li> <li><input type="checkbox"/> Students make decisions and solve problems respectfully.</li> <li><input type="checkbox"/> Students cultivate a relaxed attitude toward writing</li> </ul>
<p><b>Marking Period 3</b></p> <p><b>Units:</b></p> <p><b>5: Expository Nonfiction (6 weeks)</b></p> <p><b>6: Opinion Writing,</b></p>	<p><b>W.4.1 (a,b,c,d)</b> Write opinion pieces</p> <p><b>W.4.2 (a,b,c,d,e,)</b> Write informative &amp; explanatory</p> <p><b>W.4.4</b> Organize writing</p> <p><b>W.4.5</b> Plan, revise, edit</p> <p><b>W.4.6</b> Use technology to produce, publish &amp; collaborate</p> <p><b>W.4.7</b> Conduct short research</p>	<p><b>SL4.1 (a,b,c,d)</b> Converse collaboratively</p> <p><b>SL4.2</b> Paraphrase information presented orally/ other media</p> <p><b>SL.4.4</b> Report on a topic &amp; tell a story</p>	<p><b>L.4.1 (a,b,c,d,f)</b> Demonstrate command of conventions grammar (progressive verbs, auxiliaries, prepositions)</p> <p><b>L.4.2 (d)</b> Demonstrate command of conventions</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students act in fair and caring ways</li> <li><input type="checkbox"/> Students make decisions and solve problems respectfully.</li> <li><input type="checkbox"/> Students express interest in and appreciation for one another's writing.</li> <li><input type="checkbox"/> Students work in a respectful</li> </ul>

<p><b>(3 weeks)</b></p> <p><b>Skill Practice Book: Lessons 16-23</b></p>	<p><b>W.4.8</b> Recall relevant information from experiences  <b>W4.9ab</b> Apply Grade 4 Reading Standards to Literature  <b>W.4.10</b> Write over short or extended time, for task, purpose &amp; audience</p>		<p>capitalization, punctuation, spelling  <b>L.4.3 (c)</b> Use knowledge of language</p>	<p>way</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students help one another improve their writing</li> <li><input type="checkbox"/> Students build on one another's thinking.</li> <li><input type="checkbox"/> Students give full attention to the person who is speaking</li> <li><input type="checkbox"/> Students listen respectfully and build upon the thinking of others, and share their own.</li> <li><input type="checkbox"/> Students respectfully consider the opinions of others.</li> <li><input type="checkbox"/> Students listen to the thinking of others and share their own.</li> </ul>
<p><b>Marking Period 4 Units:</b></p> <p><b>7: Functional Writing (3 Weeks)</b></p> <p><b>8: Poetry (2 Weeks)</b></p> <p><b>9: Revisiting the Writing Community (1 Week)</b></p> <p><b>Skill Practice Book: Lessons 24-30</b></p>	<p><b>W.4.1 (b,d)</b> Write opinion pieces  <b>W.4.2 (a)</b> Write informative &amp; explanatory  <b>W.4.4</b> Organize writing  <b>W.4.5</b> Plan, revise, edit  <b>W.4.6</b> Use technology to produce, publish &amp; collaborate  <b>W.4.10</b> Write over short or extended time, for task, purpose &amp; audience</p>	<p><b>SL.4.1(a,b,c,d)</b> Converse collaboratively  <b>SL.4.2</b> Paraphrase information presented orally/ other media  <b>SL.4.4</b> Report on a topic &amp; tell a story</p>	<p><b>L4.1 (a,c,c,e,f)</b> Demonstrate command of conventions grammar (progressive verbs, auxiliaries, prepositions)  <b>L4.2 (a,b)</b> Demonstrate command of conventions capitalization, punctuation, spelling</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students work in a responsible way.</li> <li><input type="checkbox"/> Students make decisions and solve problems respectfully</li> <li><input type="checkbox"/> Students act in fair and caring ways.</li> <li><input type="checkbox"/> Students help one another improve their writing.</li> <li><input type="checkbox"/> Students listen respectfully to the thinking of others and share their own.</li> <li><input type="checkbox"/> Students express interest in and appreciation for one another's writing.</li> <li><input type="checkbox"/> Teacher and students build the writing community.</li> </ul>
<p><u><a href="#">21st Century Skills</a></u></p>	<p><b>NJSLS Technology</b></p> <p>8.1.5.D.2 Analyze the resource citations in online materials for proper use.</p> <p>8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.</p> <p>8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.</p> <p>8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p>			