

# Morgan County Schools



## 4th Grade **ELA** Pacing Guide

Not all content in a given grade is emphasized equally in the standards. Critical standards require greater emphasis than others based on the depth of ideas, time they take to master, and/or their importance to future English Language Arts or the demands of college and career readiness. In addition, an intense focus on the most critical material at each grade allows depth in learning, which is carried out through English Language Arts. To say some standards have greater emphasis is not to say that anything in the standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade.

Critical Standards	Supporting Standards
Skills and knowledge that students must demonstrate proficiency to ensure academic success. Critical standards build on each other from grade level to grade level.	These standards support the critical standards. They may be emphasized in a subsequent grade or course.

\*\*\*\* Indicates recurring standards

[4th Grade Proficiency Scales](#)

[4th Grade ACAP Resources](#)

[Alabama Literacy Quicklinks](#)

[Open Court Padlet](#)

\* On 4th grade NAEP (National Assessment of Educational Progress).

NAEP standards can be found here: <https://www.nationsreportcard.gov/itemmaps/?subj=RED&grade=4&year=2022>

Sample NAEP tests can be taken here: <https://www.nationsreportcard.gov/takenaepnow/createtest>

Phonics	Fluency	Vocabulary	Comprehension	Writing
<p><b>1. Apply knowledge of grade-appropriate phoneme-grapheme correspondences, syllable types, and morphological structure to read unfamiliar multisyllabic words accurately, both in context and in isolation.</b></p> <p>****</p>	<p><b>5. Demonstrate fluency when reading grade-level text and when responding through writing or speaking.</b></p> <p>****</p>		<p><b>17. Identify the narrator's point of view in a literary text and explain how it differs from a character's perspective (a, b).</b></p> <p>****</p>	<p><b>38. Compose complete sentences with correct subject-verb agreement, punctuation, and usage. (a,b,c,d,e,f)</b></p> <p>****</p>
<p><b>2. Determine and use the correct syllable type(s) to decode unfamiliar multisyllabic words, including open, closed, vowel-consonant-e, r-controlled, vowel team (including diphthongs), consonant-le, and "leftovers" including odd and schwa syllables. Examples: dam-age, ac-tive, na-tion</b></p> <p>****</p>	<p><b>6. Read grade-level text orally with appropriate pauses, phrasing, stress, intonation, rate, and integration to support comprehension.</b></p> <p>****</p>		<p><b>21. Explain how relevant details support the implied or explicit main idea of a text. (b)</b></p> <p>****</p>	<p><b>39. Demonstrate command of the conventions of standard English grammar and usage. (a,b,c)</b></p> <p>****</p>
<p><b>3. Apply knowledge of roots, prefixes, and suffixes to decode unfamiliar multisyllabic words.</b></p> <p>****</p>	<p><b>7. Read words with irregular and regular spelling patterns accurately and automatically.</b></p> <p>****</p>		<p><b>23. Evaluate how text features and structures contribute to the meaning of an informational text. (a,b)</b></p> <p>****</p>	
<p><b>4. Apply knowledge of roots, prefixes, and suffixes to encode unfamiliar multisyllabic words.</b></p> <p>****</p>				

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<p><b>1. Apply knowledge of grade-appropriate phoneme-grapheme correspondences, syllable types, and morphological structure to read unfamiliar multisyllabic words accurately, both in context and in isolation.</b></p> <p>****</p>	<p><b>5. Demonstrate fluency when reading grade-level text and when responding through writing or speaking.</b></p> <p>****</p>	<p><b>9. Accurately interpret general academic and domain-specific words and phrases.</b></p> <p>****</p>	<p><b>8. Write routinely and independently in response to text.</b></p> <p>****</p>	<p><b>35. (Introduce) Write personal or fictional narratives using a logical plot, transitional words and phrases, sensory details, and dialogue, and providing a sense of closure.</b></p> <p>****</p>
<p><b>2. Determine and use the correct syllable type(s) to decode unfamiliar multisyllabic words, including open, closed, vowel-consonant-e, r-controlled, vowel team (including diphthongs), consonant-le, and "leftovers" including odd and schwa syllables. Examples: dam-age, ac-tive, na-tion</b></p> <p>****</p>	<p><b>6. Read grade-level text orally with appropriate pauses, phrasing, stress, intonation, rate, and integration to support comprehension.</b></p> <p>****</p>	<p><b>10. Interpret words and phrases, including figurative language, as they are used in a text. (a,b,c)</b></p> <p>****</p>	<p><b>14. Demonstrate comprehension of literary and informational text by utilizing its content when discussing or writing in response to the text.</b></p> <p>****</p>	
<p><b>3. Apply knowledge of roots, prefixes, and suffixes to decode unfamiliar multisyllabic words.</b></p> <p>****</p>	<p><b>7. Read words with irregular and regular spelling patterns accurately and automatically.</b></p> <p>****</p>		<p><b>15. Analyze in depth a character, setting, or event in a story or drama, drawing on specific details in the text (a, b, c).</b></p> <p>****</p>	
<p><b>4. Apply knowledge of roots, prefixes, and suffixes to encode unfamiliar multisyllabic words.</b></p> <p>****</p>			<p><b>18. Identify the point of view in a narrative and describe how the narrative would be different if told from the perspective of a different character or narrator (a, b).</b></p> <p>****</p>	
			<p><b>20. Use details and examples from a text to</b></p>	

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<p>1. Apply knowledge of grade-appropriate phoneme-grapheme correspondences, syllable types, and morphological structure to read unfamiliar multisyllabic words accurately, both in context and in isolation.</p> <p>****</p>	<p>5. Demonstrate fluency when reading grade-level text and when responding through writing or speaking.</p> <p>****</p>	<p>12. Consult reference materials to find the pronunciation of unknown words and phrases.</p> <p>****</p>	<p>16. Describe how authors use literary devices and text features to convey meaning in prose, poetry, and drama (a,b,c).</p> <p>****</p>	<p>11. Use commonly misused words correctly in writing. Examples: accept/except; effect/affect; racket/racquet; its/it's; your/you're; our/are; quiet/quit/quite</p> <p>****</p>
<p>2. Determine and use the correct syllable type(s) to decode unfamiliar multisyllabic words, including open, closed, vowel-consonant-e, r-controlled, vowel team (including diphthongs), consonant-le, and "leftovers" including odd and schwa syllables. Examples: dam-age, ac-tive, na-tion</p> <p>****</p>	<p>6. Read grade-level text orally with appropriate pauses, phrasing, stress, intonation, rate, and integration to support comprehension.</p> <p>****</p>		<p>19. Compare and contrast the treatment of similar themes in stories, myths, and traditional literature from different cultures. (a,b)</p> <p>****</p>	<p>28. Write clear and coherent responses to texts, using explicit or implicit evidence that supports a particular point.</p> <p>****</p>
<p>3. Apply knowledge of roots, prefixes, and suffixes to decode unfamiliar multisyllabic words.</p> <p>****</p>	<p>7. Read words with irregular and regular spelling patterns accurately and automatically.</p> <p>****</p>		<p>20. Use details and examples from a text to indicate what the text explicitly states. (d)</p> <p>****</p>	<p>36. Write informative or explanatory text about a topic using sources, incorporating academic vocabulary, and including an introduction, facts, details with elaboration, and a conclusion.</p> <p>****</p>
<p>4. Apply knowledge of roots, prefixes, and suffixes to encode unfamiliar multisyllabic words.</p> <p>****</p>			<p>25. Explain how the form of a poem contributes to its meaning.</p>	<p>37. Write an argument to persuade the reader to take an action or adopt a position, using an introduction, logical reasoning supported by evidence from relevant sources, and linking words to connect their argument to the evidence.</p> <p>****</p>

Phonics	Fluency	Vocabulary	Comprehension	Writing/Speaking
<p><b>1. Apply knowledge of grade-appropriate phoneme-grapheme correspondences, syllable types, and morphological structure to read unfamiliar multisyllabic words accurately, both in context and in isolation.</b></p> <p>****</p>	<p><b>5. Demonstrate fluency when reading grade-level text and when responding through writing or speaking.</b></p> <p>****</p>		<p><b>27. Identify the reasons and evidence a speaker provides to support particular points.</b></p>	<p><b>13. Use grade-appropriate general academic and domain-specific words and phrases in presentations and discussions. (speaking)</b></p>
<p><b>2. Determine and use the correct syllable type(s) to decode unfamiliar multisyllabic words, including open, closed, vowel-consonant-e, r-controlled, vowel team (including diphthongs), consonant-le, and "leftovers" including odd and schwa syllables. Examples: dam-age, ac-tive, na-tion</b></p> <p>****</p>	<p><b>6. Read grade-level text orally with appropriate pauses, phrasing, stress, intonation, rate, and integration to support comprehension.</b></p> <p>****</p>			<p><b>29. Add audio recordings to presentations, when appropriate, to enhance the development of main ideas or themes.</b></p>
<p><b>3. Apply knowledge of roots, prefixes, and suffixes to decode unfamiliar multisyllabic words.</b></p> <p>****</p>	<p><b>7. Read words with irregular and regular spelling patterns accurately and automatically.</b></p> <p>****</p>			<p><b>30. Synthesize information on a topic in order to write or speak knowledgeably about the subject. (a,b)</b></p>
<p><b>4. Apply knowledge of roots, prefixes, and suffixes to encode unfamiliar multisyllabic words.</b></p> <p>****</p>				<p><b>31. Orally paraphrase portions of a text or information presented in diverse media when collaborating and/or presenting.</b></p>
				<p><b>32. Respond in writing to literature and informational text, including stories, dramas, poetry, and cross-curricular texts, both independently and with support, demonstrating grade-level proficiency.</b></p>
				<p><b>33. Use research to produce clear and coherent writing in which the</b></p>