

Colleton County School District
2015-2016 Pacing Guide
Grade 4

Communication		Quarters 1-4
Standards:		
Meaning and Context (MC)		
<p>C.1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.</p> <p>C.2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.</p> <p>C.3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.</p>		
Language, Craft, and Structure (LCS)		
<p>C.4: Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.</p> <p>C.5: Incorporate craft techniques to engage and impact audience and convey messages.</p>		
<p>Indicators:</p> <p>C.1.1 Explore and create meaning by formulating questions, engaging in purposeful dialogue with peers and adults, sharing ideas and considering alternate viewpoints.</p> <p>C.1.2 Participate in discussions; ask and respond to questions to acquire information concerning a topic, text, or issue.</p> <p>C.1.3 Apply techniques of articulation, adequate volume, eye contact, facial expressions, posture, gestures, and space; take one’s own turn in a respectful way.</p> <p>C.1.4 Engage in focused conversations about grade appropriate topics and texts; build on the ideas of others, pose specific questions, respond to clarify thinking, and express new thoughts.</p> <p>C.1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.</p> <p>C.1.6 This indicator does not begin until English 1.</p> <p>C.2.1 Articulate ideas, perspectives and information with details and supporting evidence in a logical sequence with a clear introduction, body, and conclusion.</p> <p>C.2.2 Discuss the purpose and the credibility of information presented in diverse media and formats.</p> <p>C.2.3 This indicator does not begin until Grade 6.</p> <p>C.2.4 Students are expected to build upon and continue applying previous learning.</p> <p>C.3.1 Compare and contrast how ideas and topics are depicted in a variety</p>	<p>Fundamentals of Communication</p> <ul style="list-style-type: none"> • Employ a reciprocal communication process that includes planning, drafting, revising, editing, reviewing, presenting, and reflecting. • Communicate using style, language, and nonverbal cues appropriate to task, purpose, and audience. • Use active and attentive communication skills, building on other’s ideas to explore, learn, enjoy, argue, and exchange information. • Monitor delivery and reception throughout the communication process and adjust approach and strategies as needed. • Adjust speech, using standard English when indicated or appropriate, in a variety of contexts and tasks for presenting or participating in the social exchange of ideas. • Acquire vocabulary from multiple forms of communication; use newly acquired vocabulary to appropriately communicate in a variety of situations and contexts. 	

Colleton County School District
2015-2016 Pacing Guide
Grade 4

<p>of media and formats.</p> <p>C.3.2 Create presentations using videos, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings.</p> <p>C.4.1 Identify the presentation style a speaker uses to enhance the development of a central idea or theme.</p> <p>C.4.2 Determine if the presentation has a purposeful organizational strategy, with appropriate transitions.</p> <p>C.4.3 Identify how and why the speaker:</p> <ul style="list-style-type: none">a. uses intonation and word stress;b. includes media;c. addresses the audience;d. determines word choice; ande. incorporates figurative language and literary devices. <p>C.5.1 Set a purpose and integrate craft techniques to create presentations.</p> <p>C.5.2 Employ hyperbole, imagery, personification, idioms, adages, and proverbs when appropriate to convey messages.</p> <p>C.5.3 This indicator does not begin until English 1.</p>		
Resources	Websites	

Colleton County School District
2015-2016 Pacing Guide
Grade 4

Reading Literary Test (RL)		Quarter 1
<p>Standards:</p> <p>RL.1: Demonstrate understanding of the organization and basic features of print. (P)</p> <p>RL.2: Demonstrate understanding of spoken words, syllables, and sounds. (P)</p> <p>RL.3: Know and apply grade-level phonics and word analysis skills in decoding words. (P)</p> <p>RL.4: Read with sufficient accuracy and fluency to support comprehension. (P)</p> <p>RL.5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. (MC)</p> <p>RL.7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.</p> <p>RL.10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</p> <p>RL.13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.</p>		
<p>Indicators:</p> <p>RL.1.1-1.4- Students are expected to build upon and continue applying previous learning.</p> <p>RL.2.1-2.5 Students are expected to build upon and continue applying previous learning.</p> <p>RL.3.1 Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context.</p> <p>RL.3.2-3.6 Students are expected to build upon and continue applying previous learning.</p> <p>RL.4.1-4.3 Students are expected to build upon and continue applying previous learning.</p> <p>RL.5.1 Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions.</p> <p>RL.5.2 Students are expected to build upon and continue applying previous learning.</p> <p>RL.7.1 Explore similarities and differences among textual, dramatic, visual, or oral presentations.</p> <p>RL.10.3-10.5 Students are expected to build upon and continue applying previous learning.</p> <p>RL.13.1 Engage in whole and small group reading with purpose and understanding.</p> <p>RL.13.2 Read independently for sustained periods of time to build stamina.</p>	<p>Inquiry Standards:</p> <p>Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.</p> <p>1.1 Formulate questions to focus thinking on an idea to narrow and direct further inquiry.</p> <p>Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.</p> <p>2.1 Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.</p> <p>Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.</p> <p>3.1 Develop a plan of action for collecting relevant information from primary and secondary sources.</p> <p>3.2 Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.</p> <p>Standard 4: Synthesize information to share learning and/or take action.</p> <p>4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process.</p> <p>4.2 Reflect on findings to build deeper understanding and determine next steps.</p> <p>4.3 Determine appropriate tools and develop plan to communicate findings and/or take informed action</p> <p>Standard 5: Reflect throughout the inquiry process to assess metacognition,</p>	

Colleton County School District
2015-2016 Pacing Guide
Grade 4

RL.13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.

broaden understanding, and guide actions, both individually and collaboratively.

5.1 Acknowledge and value individual and collective thinking.

5.2 Employ past learning to monitor and assess current learning to guide inquiry.

5.3 Assess the process and determine strategies to revise the plan and apply learning for future inquiry.

Resources

Websites

www.readworks.org

www.readwritethink.org

Colleton County School District
2015-2016 Pacing Guide
Grade 4

Reading Literary Text	Quarter 2
<p>Standards: ** Review previously taught standards.</p> <p>RL.1: Demonstrate understanding of the organization and basic features of print. (P)</p> <p>RL.2: Demonstrate understanding of spoken words, syllables, and sounds. (P)</p> <p>RL.3: Know and apply grade-level phonics and word analysis skills in decoding words. (P)</p> <p>RL.4: Read with sufficient accuracy and fluency to support comprehension. (P)</p> <p>RL.5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. (MC)</p> <p>RL.6: Summarize key details and ideas to support analysis of thematic development. (MC)</p> <p>RL.7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.</p> <p>RL.8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.</p> <p>RL.10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</p> <p>RL.11: Analyze and provide evidence of how the author's choice of point of view, perspective, or purpose shapes content, meaning, and style.</p> <p>RL.13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.</p>	
<p>Indicators:</p> <p>RL.1.1-1.4- Students are expected to build upon and continue applying previous learning.</p> <p>RL.2.1-2.5 Students are expected to build upon and continue applying previous learning.</p> <p>RL.3.1 Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context.</p> <p>RL.3.2-3.6 Students are expected to build upon and continue applying previous learning.</p> <p>RL.4.1-4.3 Students are expected to build upon and continue applying previous learning.</p> <p>RL.5.1 Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions.</p> <p>RL.5.2 Students are expected to build upon and continue applying previous learning.</p> <p>RL.6.1 Determine the development of a theme within a text; summarize using key details.</p> <p>RL.7.2 Compare and contrast the treatment of similar themes, topics, and patterns of events in texts and diverse media.</p> <p>RL.8.1 Use text evidence to:</p> <p>a. explain how conflicts cause the characters to change or revise plans while</p>	<p>Inquiry Standards:</p> <p>Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.</p> <p>1.2 Formulate questions to focus thinking on an idea to narrow and direct further inquiry.</p> <p>Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.</p> <p>2.1 Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.</p> <p>Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.</p> <p>3.1 Develop a plan of action for collecting relevant information from primary and secondary sources.</p> <p>3.2 Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.</p> <p>Standard 4: Synthesize information to share learning and/or take action.</p> <p>4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process.</p> <p>4.2 Reflect on findings to build deeper understanding and determine next steps.</p> <p>4.3 Determine appropriate tools and develop plan to communicate findings and/or take informed action</p>

Colleton County School District
2015-2016 Pacing Guide
Grade 4

moving toward resolution; and
b. explain the influence of cultural, historical, and social context on characters, setting, and plot development.
RL.10.3-10.5 Students are expected to build upon and continue applying previous learning.
RL.11.1 Compare and contrast first and third person points of view; determine how an author's choice of point of view influences the content and meaning.
RL.11.2 Students are expected to build upon and continue applying previous learning.
RL.13.1 Engage in whole and small group reading with purpose and understanding.
RL.13.2 Read independently for sustained periods of time to build stamina.
RL.13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.

Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.

- 5.1 Acknowledge and value individual and collective thinking.
- 5.2 Employ past learning to monitor and assess current learning to guide inquiry.
- 5.3 Assess the process and determine strategies to revise the plan and apply learning for future inquiry.

Resources

Websites

Colleton County School District
2015-2016 Pacing Guide
Grade 4

Reading Literary Text	Quarter 3
<p>Standards: ** Review previously taught standards.</p> <p>RL.1: Demonstrate understanding of the organization and basic features of print. (P)</p> <p>RL.2: Demonstrate understanding of spoken words, syllables, and sounds. (P)</p> <p>RL.3: Know and apply grade-level phonics and word analysis skills in decoding words. (P)</p> <p>RL.4: Read with sufficient accuracy and fluency to support comprehension. (P)</p> <p>RL.5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. (MC)</p> <p>RL.9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.(LCS)</p> <p>RL.10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</p> <p>RL.12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.</p> <p>RL.13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.</p>	
<p>Indicators:</p> <p>RL.1.1-1.4 Students are expected to build upon and continue applying previous learning.</p> <p>RL.2.1-2.5 Students are expected to build upon and continue applying previous learning.</p> <p>RL.3.1 Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context.</p> <p>RL.3.2-3.6 Students are expected to build upon and continue applying previous learning.</p> <p>RL.4.1-4.3 Students are expected to build upon and continue applying previous learning.</p> <p>RL.5.1 Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions.</p> <p>RL.5.2 Students are expected to build upon and continue applying previous learning.</p> <p>RL.9.1 Identify and explain how the author uses imagery, hyperbole, adages, or proverbs to shape meaning and tone.</p> <p>RL.9.2 Explain how the author’s choice of words, illustrations, and conventions combine to create mood, contribute to meaning, and emphasize aspects of a character or setting.</p> <p>RL.10.1 Use definitions, examples, and restatements to determine the meaning of words or phrases.</p>	<p>Inquiry Standards:</p> <p>Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.</p> <p>1.1 Formulate questions to focus thinking on an idea to narrow and direct further inquiry.</p> <p>Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.</p> <p>2.1 Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.</p> <p>Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.</p> <p>3.1 Develop a plan of action for collecting relevant information from primary and secondary sources.</p> <p>3.2 Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.</p> <p>Standard 4: Synthesize information to share learning and/or take action.</p> <p>4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process.</p>

Colleton County School District
2015-2016 Pacing Guide
Grade 4

<p>RL.10.3-10.5 Students are expected to build upon and continue applying previous learning.</p> <p>RL.12.2 Determine characteristics of crafted text structures and describe why an author uses this structure.</p> <p>RL.13.1 Engage in whole and small group reading with purpose and understanding.</p> <p>RL.13.2 Read independently for sustained periods of time to build stamina.</p> <p>RL.13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</p>		<p>4.2 Reflect on findings to build deeper understanding and determine next steps.</p> <p>4.3 Determine appropriate tools and develop plan to communicate findings and/or take informed action</p> <p>Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.</p> <p>5.1 Acknowledge and value individual and collective thinking.</p> <p>5.2 Employ past learning to monitor and assess current learning to guide inquiry.</p> <p>5.3 Assess the process and determine strategies to revise the plan and apply learning for future inquiry.</p>
<p>Resources</p>	<p>Websites</p>	

Colleton County School District
2015-2016 Pacing Guide
Grade 4

Reading Literary Text	Quarter 4
<p>Standards: **Review previously taught standards.</p> <p>RL.1: Demonstrate understanding of the organization and basic features of print. (P)</p> <p>RL.2: Demonstrate understanding of spoken words, syllables, and sounds. (P)</p> <p>RL.3: Know and apply grade-level phonics and word analysis skills in decoding words. (P)</p> <p>RL.4: Read with sufficient accuracy and fluency to support comprehension. (P)</p> <p>RL.5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. (MC)</p> <p>RL.10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</p> <p>RL.12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.</p> <p>RL.13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.</p>	
<p>Indicators:</p> <p>RL.1.1-1.4 Students are expected to build upon and continue applying previous learning.</p> <p>RL.2.1-2.5 Students are expected to build upon and continue applying previous learning.</p> <p>RL.3.1 Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context.</p> <p>RL.3.2-3.6 Students are expected to build upon and continue applying previous learning.</p> <p>RL.4.1-4.3 Students are expected to build upon and continue applying previous learning.</p> <p>RL.5.1 Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions.</p> <p>RL.5.2 Students are expected to build upon and continue applying previous learning.</p> <p>RL.10.2 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.</p> <p>RL.10.3-10.5 Students are expected to build upon and continue applying previous learning.</p> <p>RL.10.6 Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.</p> <p>RL.12.1 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.</p>	<p>Inquiry Standards:</p> <p>Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.</p> <p>1.1 Formulate questions to focus thinking on an idea to narrow and direct further inquiry.</p> <p>Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.</p> <p>2.1 Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.</p> <p>Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.</p> <p>3.1 Develop a plan of action for collecting relevant information from primary and secondary sources.</p> <p>3.2 Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.</p> <p>Standard 4: Synthesize information to share learning and/or take action.</p> <p>4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process.</p> <p>4.2 Reflect on findings to build deeper understanding and determine next steps.</p>

Colleton County School District
2015-2016 Pacing Guide
Grade 4

RL.13.1 Engage in whole and small group reading with purpose and understanding.
RL.13.2 Read independently for sustained periods of time to build stamina.
RL.13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.

4.3 Determine appropriate tools and develop plan to communicate findings and/or take informed action

Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.

5.1 Acknowledge and value individual and collective thinking.

5.2 Employ past learning to monitor and assess current learning to guide inquiry.

5.3 Assess the process and determine strategies to revise the plan and apply learning for future inquiry.

Resources

Websites

Colleton County School District
2015-2016 Pacing Guide
Grade 4

Notes:

Colleton County School District
2015-2016 Pacing Guide
Grade 4

Reading Informational Text (RI)	Quarter 1
<p>Standards:</p> <p>RI.1: Demonstrate understanding of the organization and basic features of print. (Principles)</p> <p>RI.2: Demonstrate understanding of spoken words, syllables, and sounds. (P)</p> <p>RI.3: Know and apply grade-level phonics and word analysis skills in decoding words. (P)</p> <p>RI.4: Read with sufficient accuracy and fluency to support comprehension. (P)</p> <p>RI.5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. (Meaning and Context)</p> <p>RI.6: Summarize key details and ideas to support analysis of central ideas. (MC)</p> <p>RI.7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities. (MC)</p> <p>RI.8: Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. (Language, Craft, and Structure)</p> <p>RI.9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.(LCS)</p> <p>RI.12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time. (Range and Complexity)</p>	
<p>Indicators:</p> <p>RI.1.1-1.4- Students are expected to build upon and continue applying previous learning.</p> <p>RI.2.1-2.5 Students are expected to build upon and continue applying previous learning.</p> <p>RI.3.1 Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context.</p> <p>RI.3.2-3.6 Students are expected to build upon and continue applying previous learning.</p> <p>RI.4.1-4.3 Students are expected to build upon and continue applying previous learning.</p> <p>RI.5.1 Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions.</p> <p>RI.5.2 Students are expected to build upon and continue applying previous learning.</p> <p>RI.6.1 Summarize multi-paragraph texts using key details to support the central idea.</p> <p>RI.7.1 Compare and contrast how events, topics, concepts, and ideas are depicted in primary and secondary sources</p> <p>RI.8.1 Determine how the author uses words and phrases to shape and clarify meaning.</p>	<p>Inquiry Standards:</p> <p>Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.</p> <p>1.1 Formulate questions to focus thinking on an idea to narrow and direct further inquiry.</p> <p>Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.</p> <p>2.1 Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.</p> <p>Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.</p> <p>3.1 Develop a plan of action for collecting relevant information from primary and secondary sources.</p> <p>3.2 Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.</p> <p>Standard 4: Synthesize information to share learning and/or take action.</p> <p>4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process.</p> <p>4.2 Reflect on findings to build deeper understanding and determine next steps.</p> <p>4.3 Determine appropriate tools and develop plan to communicate findings and/or take informed action</p>

Colleton County School District
2015-2016 Pacing Guide
Grade 4

RI.8.2 Apply knowledge of text features to gain meaning; describe the relationship between these features and the text.

RI.9.1 Use definitions, examples, and restatements to determine the meaning of words or phrases.

RI.9.2 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.

RI.9.3-9.4 Students are expected to build upon and continue applying previous learning.

RI.12.1 Engage in whole and small group reading with purpose and understanding.

RI.12.2 Read independently for sustained periods of time to build stamina.

RI.12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.

Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.

5.1 Acknowledge and value individual and collective thinking.

5.2 Employ past learning to monitor and assess current learning to guide inquiry.

5.3 Assess the process and determine strategies to revise the plan and apply learning for future inquiry.

Resources

Websites

www.readworks.org
www.readwritethink.org

Colleton County School District
2015-2016 Pacing Guide
Grade 4

Reading Informational Text (RI)	Quarter 2
<p>Standards: * Review previously taught standards</p> <p>RI.5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. (MC)</p> <p>RI.7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities. (MC)</p> <p>RI.8: Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. (LCS)</p> <p>RI.9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. (LCS)</p> <p>RI.10: Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style. (LCS)</p> <p>RI.12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time. (Range and Complexity)</p>	
<p>Indicators:</p> <p>RI.5.1 Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions.</p> <p>RI.5.2 Students are expected to build upon and continue applying previous learning.</p> <p>RI.7.1 Compare and contrast how events, topics, concepts, and ideas are depicted in primary and secondary sources</p> <p>RI.8.1 Determine how the author uses words and phrases to shape and clarify meaning.</p> <p>RI.8.2 Apply knowledge of text features to gain meaning; describe the relationship between these features and the text.</p> <p>RI.9.1 Use definitions, examples, and restatements to determine the meaning of words or phrases.</p> <p>RI.9.2 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.</p> <p>RI.9.3-9.4 Students are expected to build upon and continue applying previous learning.</p> <p>RI.10.1 Identify and describe the difference between a primary and secondary account of the same event or topic.</p> <p>RI.12.1 Engage in whole and small group reading with purpose and understanding.</p> <p>RI.12.2 Read independently for sustained periods of time to build stamina.</p> <p>RI.12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</p>	<p>Inquiry Standards:</p> <p>Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.</p> <p>1.2 Formulate questions to focus thinking on an idea to narrow and direct further inquiry.</p> <p>Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.</p> <p>2.1 Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.</p> <p>Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.</p> <p>3.1 Develop a plan of action for collecting relevant information from primary and secondary sources.</p> <p>3.2 Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.</p> <p>Standard 4: Synthesize information to share learning and/or take action.</p> <p>4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process.</p> <p>4.2 Reflect on findings to build deeper understanding and determine next steps.</p> <p>4.3 Determine appropriate tools and develop plan to communicate findings and/or take informed action</p> <p>Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.</p>

Colleton County School District
2015-2016 Pacing Guide
Grade 4

		<p>5.1 Acknowledge and value individual and collective thinking. 5.2 Employ past learning to monitor and assess current learning to guide inquiry. 5.3 Assess the process and determine strategies to revise the plan and apply learning for future inquiry.</p>
Resources	Websites	

Colleton County School District
2015-2016 Pacing Guide
Grade 4

Reading Informational Text (RI)	Quarter 3
<p>Standards: * Review previously taught standards</p> <p>RI.5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. (MC)</p> <p>RI 8: Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. (LCS)</p> <p>RI.9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. (LCS)</p> <p>RI.11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. (LCS)</p> <p>RI.12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time. (Range and Complexity)</p>	
<p>Indicators:</p> <p>RI.5.1 Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions.</p> <p>RI.5.2 Students are expected to build upon and continue applying previous learning.</p> <p>RI.8.1 Determine how the author uses words and phrases to shape and clarify meaning.</p> <p>RI.8.2 Apply knowledge of text features to gain meaning; describe the relationship between these features and the text.</p> <p>RI.9.1 Use definitions, examples, and restatements to determine the meaning of words or phrases.</p> <p>RI.9.2 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.</p> <p>RI.9.3-9.4 Students are expected to build upon and continue applying previous learning.</p> <p>RI.9.5 Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.</p> <p>RI.11.1 Apply knowledge of text structures to describe how structures contribute to meaning.</p> <p>RI.11.2 Explain how an author uses reasons and evidence to support particular points.</p> <p>RI.12.1 Engage in whole and small group reading with purpose and understanding.</p> <p>RI.12.2 Read independently for sustained periods of time to build stamina.</p> <p>RI.12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</p>	<p>Inquiry Standards:</p> <p>Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.</p> <p>1.1 Formulate questions to focus thinking on an idea to narrow and direct further inquiry.</p> <p>Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.</p> <p>2.1 Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.</p> <p>Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.</p> <p>3.1 Develop a plan of action for collecting relevant information from primary and secondary sources.</p> <p>3.2 Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.</p> <p>Standard 4: Synthesize information to share learning and/or take action.</p> <p>4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process.</p> <p>4.2 Reflect on findings to build deeper understanding and determine next steps.</p> <p>4.3 Determine appropriate tools and develop plan to communicate findings and/or take informed action</p> <p>Standard 5: Reflect throughout the inquiry process to assess</p>

Colleton County School District
2015-2016 Pacing Guide
Grade 4

	<p>metacognition, broaden understanding, and guide actions, both individually and collaboratively.</p> <p>5.1 Acknowledge and value individual and collective thinking.</p> <p>5.2 Employ past learning to monitor and assess current learning to guide inquiry.</p> <p>5.3 Assess the process and determine strategies to revise the plan and apply learning for future inquiry.</p>
<p>Resources</p>	<p>Websites</p>

Colleton County School District
2015-2016 Pacing Guide
Grade 4

Reading Informational Text (RI)		Quarter 4
Standards: Review all standards		
Indicators:		Inquiry Standards: Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated. 1.1 Formulate questions to focus thinking on an idea to narrow and direct further inquiry. Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives. 2.1 Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views. Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis. 3.1 Develop a plan of action for collecting relevant information from primary and secondary sources. 3.2 Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings. Standard 4: Synthesize information to share learning and/or take action. 4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process. 4.2 Reflect on findings to build deeper understanding and determine next steps. 4.3 Determine appropriate tools and develop plan to communicate findings and/or take informed action Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively. 5.1 Acknowledge and value individual and collective thinking. 5.2 Employ past learning to monitor and assess current learning to guide inquiry. 5.3 Assess the process and determine strategies to revise the plan and apply learning for future inquiry.
Resources	Websites	

Colleton County School District
2015-2016 Pacing Guide
Grade 4

Colleton County School District
2015-2016 Pacing Guide
Grade 4

Notes:

Colleton County School District
2015-2016 Pacing Guide
Grade 4

Colleton County School District
2015-2016 Pacing Guide
Grade 4

Writing		Quarter 1
<p>Standards:</p> <p>Meaning, Context, and Craft (MCC)</p> <p>W. 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p>Language (L)</p> <p>W. 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</p> <p>W. 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Range and Complexity (RC)</p> <p>W. 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames</p>		
<p>Indicators</p> <p>W.3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <p>a. develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences;</p> <p>b. orient the reader by establishing a situation and introducing a narrator and/or characters;</p> <p>c. organize an event sequence that unfolds naturally;</p> <p>d. use dialogue and description to develop experiences and events or show the responses of characters to situations;</p> <p>e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;</p> <p>f. use a variety of transitional words and phrases to manage the sequence of events;</p> <p>g. use imagery, precise words, and sensory details to develop characters and convey experiences and events precisely; and</p> <p>h. provide a conclusion that follows from the narrated experiences or events.</p> <p>W.4.1 When writing:</p> <p>a. use relative pronouns and relative adverbs;</p> <p>b. form and use the progressive verb tenses;</p> <p>c. use modal auxiliaries to convey various conditions;</p> <p>d. use modal auxiliaries and the progressive verb tenses, recognizing and correcting inappropriate shifts in verb tense;</p> <p>e. order adjectives within sentences according to conventional patterns;</p> <p>f. use relative pronouns and relative adverbs;</p> <p>g. explore using prepositional phrases in different positions within a sentence;</p>	<p>Fundamentals of Writing</p> <ul style="list-style-type: none"> • Employ a recursive writing process that includes planning, drafting, revising, editing, rewriting, publishing, and reflecting. • Interact and collaborate with peers and adults to develop and strengthen writing. • Produce writing in which the development, organization, and style are appropriate to task, purpose, discipline, and audience. • Use clear and coherent written language to accomplish a purpose such as learning, enjoyment, argument, and the exchange of information. • Monitor progress throughout the writing process and adjust strategies as needed from independence to collaboration within a writing community. • Incorporate authors’ craft techniques observed from wide reading of anchor and mentor texts across disciplines to inform, explain, convince/argue, and entertain. 	

Colleton County School District
2015-2016 Pacing Guide
Grade 4

<p>h. use coordinating and subordinating conjunctions; i. use a variety of sentence types to produce complete sentences, recognizing and correcting inappropriate fragments and run-ons; and j. use frequently confused homonyms</p> <p>W.5.1 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations.</p> <p>W.5.2 Use:</p> <p>a. apostrophes to form possessives and contractions; b. quotation marks and commas to mark direct speech; and c. commas before a coordinating conjunction in a compound sentence.</p> <p>W.5.3 Students are expected to build upon and continue applying previous learning.</p> <p>W.5.4 Use spelling patterns and generalizations.</p> <p>W.5.5 Students are expected to build upon and continue applying previous learning.</p> <p>W.6.1 Write routinely and persevere in writing tasks:</p> <p>a. over short and extended time frames; b. for a range of domain-specific tasks; c. for a variety of purposes and audiences; and d. by adjusting the writing process for the task, increasing the length and complexity.</p> <p>W.6.2 Students are expected to build upon and continue applying previous learning.</p> <p>W.6.3 Students are expected to build upon and continue applying previous learning.</p> <p>W.6.4 Demonstrate effective keyboarding skills.</p> <p>W.6.5 Students are expected to build upon and continue applying previous learning.</p>	
<p>Resources</p>	<p>Websites</p>

Colleton County School District
2015-2016 Pacing Guide
Grade 4

Writing		Quarter 2
<p>Standards:</p> <p>Meaning, Context, and Craft (MCC)</p> <p>W. 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Language (L)</p> <p>W. 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</p> <p>W. 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Range and Complexity (RC)</p> <p>W. 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames</p>		
<p>Indicators:</p> <p>W.2.1 Write informative/explanatory texts that:</p> <p>a. introduce a topic clearly;</p> <p>b. use information from multiple print and multimedia sources;</p> <p>c. group related information in paragraphs and sections;</p> <p>d. include formatting, illustrations, and multimedia to aid comprehension;</p> <p>e. develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic;</p> <p>f. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;</p> <p>g. use paraphrasing, quotations, and original language to avoid plagiarism;</p> <p>h. link ideas within categories of information using words and phrases;</p> <p>i. use precise language and domain-specific vocabulary to inform or explain the topic;</p> <p>j. develop a style and tone authentic to the purpose; and</p> <p>k. provide a concluding statement or section relate to the information or explanation presented.</p> <p>W.4.1 When writing:</p> <p>a. use relative pronouns and relative adverbs;</p> <p>b. form and use the progressive verb tenses;</p> <p>c. use modal auxiliaries to convey various conditions;</p> <p>d. use modal auxiliaries and the progressive verb tenses, recognizing and correcting inappropriate shifts in verb tense;</p> <p>e. order adjectives within sentences according to conventional patterns;</p> <p>f. use relative pronouns and relative adverbs;</p> <p>g. explore using prepositional phrases in different positions within a sentence;</p>	<p>Fundamentals of Writing</p> <ul style="list-style-type: none"> • Employ a recursive writing process that includes planning, drafting, revising, editing, rewriting, publishing, and reflecting. • Interact and collaborate with peers and adults to develop and strengthen writing. • Produce writing in which the development, organization, and style are appropriate to task, purpose, discipline, and audience. • Use clear and coherent written language to accomplish a purpose such as learning, enjoyment, argument, and the exchange of information. • Monitor progress throughout the writing process and adjust strategies as needed from independence to collaboration within a writing community. • Incorporate authors’ craft techniques observed from wide reading of anchor and mentor texts across disciplines to inform, explain, convince/argue, and entertain. 	

Colleton County School District
2015-2016 Pacing Guide
Grade 4

<p>h. use coordinating and subordinating conjunctions; i. use a variety of sentence types to produce complete sentences, recognizing and correcting inappropriate fragments and run-ons; and j. use frequently confused homonyms</p> <p>W.5.1 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations.</p> <p>W.5.2 Use:</p> <p>a. apostrophes to form possessives and contractions; b. quotation marks and commas to mark direct speech; and c. commas before a coordinating conjunction in a compound sentence.</p> <p>W.5.3 Students are expected to build upon and continue applying previous learning.</p> <p>W.5.4 Use spelling patterns and generalizations.</p> <p>W.5.5 Students are expected to build upon and continue applying previous learning.</p> <p>W.6.1 Write routinely and persevere in writing tasks:</p> <p>a. over short and extended time frames; b. for a range of domain-specific tasks; c. for a variety of purposes and audiences; and d. by adjusting the writing process for the task, increasing the length and complexity.</p> <p>W.6.2 Students are expected to build upon and continue applying previous learning.</p> <p>W.6.3 Students are expected to build upon and continue applying previous learning.</p> <p>W.6.4 Demonstrate effective keyboarding skills.</p> <p>W.6.5 Students are expected to build upon and continue applying previous learning.</p>	
<p>Resources</p>	<p>Websites</p>

Colleton County School District
2015-2016 Pacing Guide
Grade 4

Writing		Quarter 3
<p>Standards:</p> <p>Meaning, Context, and Craft (MCC)</p> <p>W. 1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>Language (L)</p> <p>W. 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</p> <p>W. 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Range and Complexity (RC)</p> <p>W. 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames</p>		
<p>Indicators:</p> <p>W.1.1 Write opinion pieces that:</p> <p>a. 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;</p> <p>b. use information from multiple print and multimedia sources;</p> <p>c. provide reasons supported by facts and details;</p> <p>d. use transitional words or phrases to connect opinions and reasons;</p> <p>e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;</p> <p>f. use paraphrasing, quotations, and original language to avoid plagiarism;</p> <p>g. provide a concluding statement or section related to the opinion presented.</p> <p>W.4.1 When writing:</p> <p>a. use relative pronouns and relative adverbs;</p> <p>b. form and use the progressive verb tenses;</p> <p>c. use modal auxiliaries to convey various conditions;</p> <p>d. use modal auxiliaries and the progressive verb tenses, recognizing and correcting inappropriate shifts in verb tense;</p> <p>e. order adjectives within sentences according to conventional patterns;</p> <p>f. use relative pronouns and relative adverbs;</p> <p>g. explore using prepositional phrases in different positions within a sentence;</p> <p>h. use coordinating and subordinating conjunctions;</p> <p>i. use a variety of sentence types to produce complete sentences, recognizing and correcting inappropriate fragments and run-ons; and</p> <p>j. use frequently confused homonyms</p> <p>W.5.1 Capitalize names of magazines, newspapers, works of art,</p>	<p>Fundamentals of Writing</p> <ul style="list-style-type: none"> • Employ a recursive writing process that includes planning, drafting, revising, editing, rewriting, publishing, and reflecting. • Interact and collaborate with peers and adults to develop and strengthen writing. • Produce writing in which the development, organization, and style are appropriate to task, purpose, discipline, and audience. • Use clear and coherent written language to accomplish a purpose such as learning, enjoyment, argument, and the exchange of information. • Monitor progress throughout the writing process and adjust strategies as needed from independence to collaboration within a writing community. • Incorporate authors’ craft techniques observed from wide reading of anchor and mentor texts across disciplines to inform, explain, convince/argue, and entertain. 	

Colleton County School District
2015-2016 Pacing Guide
Grade 4

<p>musical compositions, organizations, and the first word in quotations.</p> <p>W.5.2 Use:</p> <ul style="list-style-type: none">a. apostrophes to form possessives and contractions;b. quotation marks and commas to mark direct speech; andc. commas before a coordinating conjunction in a compound sentence. <p>W.5.3 Students are expected to build upon and continue applying previous learning.</p> <p>W.5.4 Use spelling patterns and generalizations.</p> <p>W.5.5 Students are expected to build upon and continue applying previous learning.</p> <p>W.6.1 Write routinely and persevere in writing tasks:</p> <ul style="list-style-type: none">a. over short and extended time frames;b. for a range of domain-specific tasks;c. for a variety of purposes and audiences; andd. by adjusting the writing process for the task, increasing the length and complexity. <p>W.6.2 Students are expected to build upon and continue applying previous learning.</p> <p>W.6.3 Students are expected to build upon and continue applying previous learning.</p> <p>W.6.4 Demonstrate effective keyboarding skills.</p> <p>W.6.5 Students are expected to build upon and continue applying previous learning.</p>		
<p>Resources</p>	<p>Websites</p>	

Colleton County School District
2015-2016 Pacing Guide
Grade 4

Writing		Quarter 4
<p>Standards:</p> <p>Meaning, Context, and Craft (MCC)</p> <p>W. 1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W. 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W. 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p>Language (L)</p> <p>W. 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</p> <p>W. 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Range and Complexity (RC)</p> <p>W. 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames</p>		
<p>Indicators:</p> <p>W.1.1 Write opinion pieces that:</p> <p>a. 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;</p> <p>b. use information from multiple print and multimedia sources;</p> <p>c. provide reasons supported by facts and details;</p> <p>d. use transitional words or phrases to connect opinions and reasons;</p> <p>e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;</p> <p>f. use paraphrasing, quotations, and original language to avoid plagiarism; and</p> <p>g. provide a concluding statement or section related to the opinion presented.</p> <p>W.2.1 Write informative/explanatory texts that:</p> <p>a. introduce a topic clearly;</p> <p>b. use information from multiple print and multimedia sources;</p> <p>c. group related information in paragraphs and sections;</p> <p>d. include formatting, illustrations, and multimedia to aid comprehension;</p> <p>e. develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic;</p> <p>f. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;</p> <p>g. use paraphrasing, quotations, and original language to avoid plagiarism;</p>	<p>Fundamentals of Writing</p> <ul style="list-style-type: none"> • Employ a recursive writing process that includes planning, drafting, revising, editing, rewriting, publishing, and reflecting. • Interact and collaborate with peers and adults to develop and strengthen writing. • Produce writing in which the development, organization, and style are appropriate to task, purpose, discipline, and audience. • Use clear and coherent written language to accomplish a purpose such as learning, enjoyment, argument, and the exchange of information. • Monitor progress throughout the writing process and adjust strategies as needed from independence to collaboration within a writing community. • Incorporate authors’ craft techniques observed from wide reading of anchor and mentor texts across disciplines to inform, explain, convince/argue, and entertain. 	

- h. link ideas within categories of information using words and phrases;
- i. use precise language and domain-specific vocabulary to inform or explain the topic;
- j. develop a style and tone authentic to the purpose; and
- k. provide a concluding statement or section relate to the information or explanation presented.

W.3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:

- a. develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences;
- b. orient the reader by establishing a situation and introducing a narrator and/or characters;
- c. organize an event sequence that unfolds naturally;
- d. use dialogue and description to develop experiences and events or show the responses of characters to situations;
- e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;
- f. use a variety of transitional words and phrases to manage the sequence of events;
- g. use imagery, precise words, and sensory details to develop characters and convey experiences and events precisely; and
- h. provide a conclusion that follows from the narrated experiences or events.

W.4.1 When writing:

- a. use relative pronouns and relative adverbs;
- b. form and use the progressive verb tenses;
- c. use modal auxiliaries to convey various conditions;
- d. use modal auxiliaries and the progressive verb tenses, recognizing and correcting inappropriate shifts in verb tense;
- e. order adjectives within sentences according to conventional patterns;
- f. use relative pronouns and relative adverbs;
- g. explore using prepositional phrases in different positions within a sentence;
- h. use coordinating and subordinating conjunctions;
- i. use a variety of sentence types to produce complete sentences, recognizing and correcting inappropriate fragments and run-ons; and
- j. use frequently confused homonyms

W.5.1 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in

Colleton County School District
2015-2016 Pacing Guide
Grade 4

<p>quotations.</p> <p>W.5.2 Use:</p> <p>a. apostrophes to form possessives and contractions; b. quotation marks and commas to mark direct speech; and c. commas before a coordinating conjunction in a compound sentence.</p> <p>W.5.3 Students are expected to build upon and continue applying previous learning.</p> <p>W.5.4 Use spelling patterns and generalizations.</p> <p>W.5.5 Students are expected to build upon and continue applying previous learning.</p> <p>W.6.1 Write routinely and persevere in writing tasks:</p> <p>a. over short and extended time frames; b. for a range of domain-specific tasks; c. for a variety of purposes and audiences; and d. by adjusting the writing process for the task, increasing the length and complexity.</p> <p>W.6.2 Students are expected to build upon and continue applying previous learning.</p> <p>W.6.3 Students are expected to build upon and continue applying previous learning.</p> <p>W.6.4 Demonstrate effective keyboarding skills.</p> <p>W.6.5 Students are expected to build upon and continue applying previous learning.</p>		
<p>Resources</p>	<p>Websites</p>	

Colleton County School District
2015-2016 Pacing Guide
Grade 4

Notes:

Colleton County School District
2015-2016 Pacing Guide
Grade 4