



Fourth Grade Word Study Pacing Guide



What is it?

A cohesive developmental approach to word recognition, phonics, vocabulary, and spelling that builds students awareness and understanding of the alphabetic, pattern, and meaning level of orthography. Students are taught phonemic awareness and phonics explicitly through teacher demonstration of sorts, the process of grouping words or pictures that represent the sounds of specific categories. Later, students practice sorting on their own, inquiring about the orthography, and engage in authentic practice applying the newly learned word knowledge in reading, writing, and spelling.

Why is it important?

Word study provides students with an understanding of the rules and conventions of the language of instruction that they can use in their reading and writing. This leads to automatic word recognition and spelling leading to increases in fluency, text comprehension and composing.

When is it conducted?

Explicit and systematic word study occurs during a 20-30 minute block throughout the day. Additional, developmental specific instruction can occur in tandem with guided reading groups. Students then practice applying their learning in authentic, meaningful reading and writing in and out of school.

Date	Aug. 6-9	Aug. 12-16	Aug. 19-23	Aug. 26-30	Sept. 3-6	Sept. 9-13	Sept. 16-20	Sept. 23-27	Sept. 30- Oct. 4
Foundational Word Study Kit 2 (4RF3&4)	UNIT 1 Hyphenated Compounds	UNIT 2 Comparative Suffixes -er, -est	UNIT 3 Challenging Plurals	UNIT 4 Long and Short a Patterns in Accented Syllables	UNIT 5 Long and Short e Patterns in Accented Syllables	UNIT 6 Long and Short i Patterns in Accented Syllables	UNIT 7 Long and Short o Patterns in Accented Syllables	UNIT 8 Long and Short u Patterns in Accented Syllables	UNIT 9 Ambiguous Vowels (oy/oi, ou/ow) in Accented Syllables
Language	Review basic language skills				<p>ELAGSE4L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p> <p style="text-align: center;">Supporting Standards</p> <p>4L1h Writes legibly in cursive, leaving spaces between letters in a word and sentence</p> <p>4L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>4L6 Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and words and phrases basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>				

Date	Oct. 7-11	Oct. 16-25	Oct. 28-Nov.1	Nov. 4-8	Nov. 12-15	Nov. 18-22	Dec. 2-6	Dec. 9-13	Dec. 16-20
Foundational Word Study Kit 2 (4RF3&4)	BUFFERWEEK	UNIT 10 More Ambiguous Vowels (au, aw, al) in Accented Syllables	UNIT 11 Words with r-Influenced a in Accented Syllables	UNIT 12 Words with r-Influenced o in Accented Syllables	UNIT 13 Words with w or /w/ Sound before the Vowel	UNIT 14 Schwa + r Spelled er, ir, ur in First Syllable	UNIT 15 Schwa + r and r-Influenced e in Accented Syllables er, ear, ere	UNIT 16 Unaccented Final Syllables -cher, -ture, -sure, -ure	BUFFER WEEK
Language	BUFFER WEEK	ELAGSE4L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb aspects. c. Use helping/linking verbs to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. Correctly use frequently confused words (e.g., to, too, two; there, their).							BUFFER WEEK
<p style="text-align: center;">Supporting Standards</p> 4L1h Writes legibly in cursive, leaving spaces between letters in a word and sentence 4L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. 4L6 Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and words and phrases basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).									

Date	Jan. 7-10	Jan. 13-17	Jan. 21-24	Jan. 27- 31	Feb. 3-7	Feb. 10-13	Feb. 18-21	Feb. 24-28	March 2-6
Foundational Word Study Kit 2 (4RF3&4)	UNIT 17 Unaccented Final Syllables -en, -on, -ain, -in	UNIT 18 Unaccented Final Syllables - et, -it, -ate	UNIT 19 Adding Inflectional Endings to Words Ending in -y	UNIT 20 Unaccented Initial Syllables a-, de-, be-	UNIT 21 Spellings with qu	UNIT 22 Silent Consonants t, g, w, k, h, gh	UNIT 23 Consonant Digraphs ch, gh, ph, sh	UNIT 24 Consonants c, s, t with Vowel i	UNIT 25 Prefixes ex, non, in
Language	ELAGSE4L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).				ELAGSE4L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.				
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Date	Mar. 9-13	Mar. 16-20	Mar. 23-27	Mar. 30-Apr.3	Apr.14-24	Apr. 27-May 1	May 4-8	May 11-15	May 18-22
<i>Foundational Word Study Kit 2 (4RF3&4)</i>	BUFFER WEEK	UNIT 26 Prefixes uni, bi, tri	UNIT 27 Prefixes pre-, fore-	UNIT 28 Suffixes -ful, -less, -ly, -ness	UNIT 29 Suffix -y with No Change, e-Drop, and Doubling	UNIT 30 Homographs	UNIT 31 Homophones	BUFFER WEEK	
<i>Language</i>	BUFFER WEEK	<p>4L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors(e.g., as pretty as a picture) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites(antonyms) and to words with similar but not identical meanings(synonyms).</p>						BUFFER WEEK	
	<p style="text-align: center;">Supporting Standards</p> <p>4L1h Writes legibly in cursive, leaving spaces between letters in a word and sentence</p> <p>4L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>4L6 Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and words and phrases basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>								