



Gulfport School District PACING GUIDE FOURTH GRADE

READING/LANGUAGE ARTS

Each competency and objective assumes the student has mastered the competencies and objectives in third grade. **New skills and objectives are bold-faced throughout this document and indicated by a black box**; however, teachers should review previously taught skills and objectives with a focus on increasing complexity.

Qtr.	NMS	Competency/Objectives
Vocabulary and Word Recognition		
1. Use word recognition and vocabulary (word meaning) skills to communicate.		
1		a. Use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel consonant + e, consonant+ le) for decoding words. (DOK 1)
2		b. Identify roots and affixes (e.g., non- , trans- , over- , anti- , -tion , -or , -ion , -ity , ment , -ic) in words). (DOK 2)
1		c. Develop and apply expansive knowledge of words and word meanings to communicate. (DOK 1)
2		d. Identify and produce grade level appropriate synonyms, antonyms, and homonyms. (DOK 2)
3		e. Use definitional, synonyms, or antonyms context clues to infer the meanings of unfamiliar words. (DOK2)
3		f. Apply knowledge of simple figurative language (e.g., simile, metaphor, personification, hyperbole) to determine the meaning of words and to communicate . (DOK2)
1		g. Use reference materials (e.g., dictionary, glossary, thesaurus, electronic dictionary, teacher or peer as a resource) to determine the meaning, pronunciation, syllabication, synonyms, antonyms, and parts of speech for unknown words . (DOK1)
Reading Comprehension		
2. Apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing difficulty.		
1		a. Apply knowledge of text features, parts of a book, and text structures to understand, interpret , or analyze text. (DOK2)
		1) Text features- titles, headings, captions, illustrations, graphs, charts, diagrams, bold-faced print, italics, maps, icons, pull down, menus, key word searches etc.
		2) Parts of a book- title page, table of contents, glossary, index, appendix, footnotes, etc.
		3) Text structures- sequential order, description, simple cause and effect, simple procedures, compare/contrasts, etc.
		4) Genres- fiction, nonfiction, poetry
		b. Analyze texts in order to identify, understand, infer, or synthesize information. (DOK 2)
1		1) Identify the stated main idea or supporting details in a paragraph.



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2		2) Apply knowledge of transitions or cue words to identify and sequence major events in a narrative.
2		3) Identify stated causes and effects in paragraphs and short passages
3		4) Synthesize information stated in the text with prior knowledge experience to draw a Conclusion.
2		5) Predict a logical outcome based upon information in a paragraph or short passage and confirm or revised based upon subsequent text.
4		c. Recognize or generate an appropriate summarization of paraphrasing of the events or ideas in text, citing text-based evidence. (DOK 2)
3		d. Interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information, citing text-based evidence. (DOK 3)
		1) Story elements (e.g., setting, characters, character traits, events, resolution, point of view)
		2) Literary devices (e.g., imagery, exaggeration, dialogue)
		3) Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance)
		4) Author's purpose (e.g., inform, entertain, persuade)
		e. Identify facts, opinions, or tools of persuasion in text. (DOK 2)
1		1) Distinguish between fact and opinion
3		2) Identify tools of persuasion (e.g., name calling, endorsement, repetition, air, and rebut the other side's point of view.
Writing Process		
		3. Express, communicate, evaluate, or exchange ideas effectively.
1		a. Use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing/sharing) to express, communicate, evaluate, or exchange ideas with a focus on texts increasing complexity and length. (DOK 3)
		1) Planning- Plan for composing using a variety of strategies (e.g., brainstorming, drawing, graphic organizers, peer discussion, reading, viewing)
		2) Drafting- Draft with increasing fluency.
		3) Revising- Revise selected drafts by adding, elaborating, deleting, and rearranging text based on teacher/peer feedback, writer's checklist, or rubric.
		4) Editing- Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure.
		5) Publishing/sharing – Share writing with others formally and informally.



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2		b. Compose descriptive texts using specific details and vivid language. (DOK 3)
1		c. Compose narrative text relating an event with a clear beginning, middle, and end. (DOK 3)
		1) Stories and retellings
		2) Narrative poems
		3) PowerPoint presentations
2		d. Compose informational text clearly expressing a main idea with supporting details, including but not limited to, text containing chronological order, cause and effect, or compare and contrast. (DOK 3)
		1) Reports
		2) Letters
		3) Functional text
		4) Presentations
		5) Poems
3		e. Compose simple persuasive text clearly expressing a main idea with supporting details for a specific purpose and audience. (DOK 3)
		1) Letters
		2) Speeches
		3) Advertisements
4		f. Compose text based on inquiry and research. (DOK 3)
		1) Generate questions
		2) Locate sources (e.g., books, interviews, internet) and gather relevant information
		3) Identify and paraphrase important from sources
		4) Present the results



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Grammar and Mechanics		
4. Apply Standard English to communicate.		
a. Apply Standard English grammar to compose and edit. (DOK 1)		
1		1) Nouns (e.g., singular, plural [including irregular forms], common, proper, singular possessive, plural possessive, appositives)
1		2) Verbs (e.g., helping verbs and irregular verbs, linking verbs)
1		3) Verb tense (e.g., conjugation and purpose for past, present, future, present perfect)
1		4) Subject-verb agreement
2		5) Articles and coordinating conjunctions
2		6) Adjectives (e.g., possessive, comparative, superlative)
2		7) Prepositions
2		8) Pronouns (e.g., subject, singular, plural, singular possessive, plural possessive, objects, reflexive, and demonstrative pronouns)
3		9) Pronoun-antecedent agreement (number and gender)
2		10) Adverbs (e.g., avoiding double negatives, comparative forms)
3		11) Interjections
b. Apply Standard English mechanics to compose and edit. (DOK 1)		
1		1) End punctuation (e.g., period, question mark, exclamation point)
3		2) Periods in common abbreviations (e.g., titles of address, days of the week, months of the year)
3		3) Commas (e.g., dates, series, addresses, greetings, and closing of friendly letters, quotations, introductory prepositional phrases, nonessential appositives phrases)
3		4) Apostrophes- (e.g., possessives, contractions)
3		5) Quotations Marks (e.g., quotations, titles of poems, titles of songs, titles of short stories)
3		6) Underlining/italics (e.g., titles of books and movies)
3		7) Semicolon/ Colons (e.g., time, before lists introduced by independent clauses complex sentences)
2		8) Capitalization (e.g., first word in a sentence, proper nouns, proper adjectives , days of the week, months of the year, holidays, titles, initials, first word in greetings and closings of friendly letters , the pronouns "I")
4		9) Spell words commonly found in fourth grade level text.
1		10) Produce legible text.
c. Apply knowledge of sentence structure in composing and editing. (DOK 2)		
1		1) Analyze the structure of sentences (e.g., simple including those with compound subjects and/or predicates)
2		1) Analyze the structure of sentences (e.g., compound)
3		1) Analyze the structure of sentences (e.g., complex including those with independent and



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		dependent clauses)
1		2) Compose simple sentences with compound subjects and/or predicates).
2		2) Compose compound sentences.
3		2) Compose complex sentences.
3		3) Avoid sentence fragments and run-on sentences, and comma splices
4		4) Analyze sentences containing descriptive adjectives, adverbs, prepositional phrases and appositive phrases.
2		5) Compose sentences containing descriptive adjectives, adverbs, and prepositional phrases (functioning as adjectives or adverbs), and appositive phrases.