

**PRINCE GEORGE COUNTY PUBLIC SCHOOLS**  
**ENGLISH PACING GUIDE**  
**Grade Four**

First Nine Weeks	Second Nine Weeks
<p>Oral language standards <b>4.1 &amp; 4.2</b> must be taught throughout the year as a basis for success in the other areas of reading and language arts.</p> <p><b>The student will...</b></p> <p>4.3 ... learn how media messages are constructed and for what purposes.</p> <ol style="list-style-type: none"> <li>a) Differentiate between auditory, visual, and written media messages.</li> <li>b) Identify the characteristics of various media messages.</li> </ol> <p>4.4 ... expand vocabulary when reading.</p> <ol style="list-style-type: none"> <li>a) Use context to clarify meanings of unfamiliar words</li> <li>d) Develop vocabulary by listening to and reading a variety of texts.</li> <li>e) Use vocabulary from other content areas.</li> </ol> <p>4.5 ...read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry.</p> <ol style="list-style-type: none"> <li>a) Explain the author's purpose.</li> <li>b) Describe how the choice of language, setting, characters, and information contributes to the author's purpose.</li> <li>c) Identify the main idea.</li> <li>d) Summarize supporting details.</li> <li>e) Identify the problem and solution.</li> <li>f) Describe the relationship between text and previously read materials.</li> <li>g) Identify sensory words.</li> <li>h) Draw conclusions/make inferences about text.</li> <li>i) Make, confirm, or revise predictions.</li> <li>j) Identify cause and effect relationships.</li> <li>k) Use reading strategies throughout the reading process to monitor comprehension.</li> <li>l) Read with fluency and accuracy</li> </ol> <p>* Include compare and contrast; character traits</p> <p>4.7 ... write cohesively for a variety of purposes.</p> <ol style="list-style-type: none"> <li>a) Identify intended audience.</li> <li>b) Focus on one aspect of a topic.</li> <li>c) Use a variety of pre-writing strategies.</li> <li>d) Organize writing to convey a central idea.</li> <li>e) Recognize different modes of writing have different patterns of organization.</li> <li>f) Write a clear topic sentence focusing on the main idea.</li> <li>g) Write two or more related paragraphs on the same topic.</li> <li>h) Use transition words for sentence variety.</li> <li>i) Utilize elements of style, including word choice and sentence variation.</li> <li>j) Revise writing for clarity of content using specific vocabulary and information.</li> <li>k) Include supporting details that elaborate the main idea.</li> </ol> <p>4.8 ...edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.</p> <ol style="list-style-type: none"> <li>a) Use subject-verb agreement.</li> <li>d) Use noun-pronoun agreement.</li> <li>e) Use commas in series, dates and addresses.</li> </ol> <p>*Include sentences, types of sentences, capitalization, and subject/predicate</p> <p>4.9 ...demonstrate comprehension of information resources to research a topic.</p> <ol style="list-style-type: none"> <li>a) Construct a topic</li> </ol>	<p><b>The student will...</b></p> <p>4.4 ... expand vocabulary when reading.</p> <ol style="list-style-type: none"> <li>b) Use knowledge of roots, affixes, synonyms, antonyms, and homophones.</li> <li>c) Use word-reference materials, including the glossary, dictionary, and thesaurus.</li> <li>d) Develop vocabulary by listening to and reading a variety of texts</li> <li>e) Use vocabulary from other content areas.</li> </ol> <p>4.6... read and demonstrate comprehension of nonfiction texts.</p> <ol style="list-style-type: none"> <li>a) Use text structures, such as type, headings, and graphics, to predict and categorize information in both print and digital texts.</li> <li>b) Formulate questions that might be answered in the selection.</li> <li>c) Explain the author's purpose.</li> <li>d) Identify the main idea.</li> <li>e) Summarize supporting details.</li> <li>f) Draw conclusions and make simple inferences using textual information as support.</li> <li>g) Distinguish between cause and effect.</li> </ol> <p>4.7 ... write cohesively for a variety of purposes.</p> <ol style="list-style-type: none"> <li>a) Identify intended audience.</li> <li>b) Focus on one aspect of a topic.</li> <li>c) Use a variety of pre-writing strategies.</li> <li>d) Organize writing to convey a central idea.</li> <li>e) Recognize different modes of writing have different patterns of organization.</li> <li>f) Write a clear topic sentence focusing on the main idea.</li> <li>g) Write two or more related paragraphs on the same topic.</li> <li>h) Use transition words for sentence variety.</li> <li>i) Utilize elements of style, including word choice and sentence variation.</li> <li>j) Revise writing for clarity of content using specific vocabulary and information.</li> <li>k) Include supporting details that elaborate the main idea.</li> </ol> <p>4.8 ...edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.</p> <ol style="list-style-type: none"> <li>b) Include prepositional phrases.</li> <li>c) Eliminate double negatives.</li> <li>d) Use noun-pronoun agreement.</li> <li>f) Incorporate adjectives and adverbs.</li> <li>g) Use correct spelling for frequently used words, including common homophones.</li> <li>h) Use singular possessives</li> </ol> <p>4.9 The student will demonstrate comprehension of information resources to research a topic.</p> <ol style="list-style-type: none"> <li>d) Give credit to sources used in research.</li> <li>e) Understand the difference between plagiarism and using own words</li> </ol>

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Third Nine Weeks	Fourth Nine Weeks
<p><b><i>The student will...</i></b></p> <p>4.4 ... expand vocabulary when reading.</p> <ul style="list-style-type: none"> <li>c) Use word-reference materials, including the glossary, dictionary, and thesaurus.</li> <li>d) Develop vocabulary by listening to and reading a variety of texts.</li> <li>e) Use vocabulary from other content areas.</li> </ul> <p>4.5 ...read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry.</p> <ul style="list-style-type: none"> <li>b) Describe how the choice of language, setting, characters, and information contributes to the author's purpose.</li> <li>f) Describe the relationship between text and previously read materials.</li> <li>g) Identify sensory words.</li> </ul> <p>* Include narrative nonfiction; compare and contrast</p> <p>4.6... read and demonstrate comprehension of nonfiction texts.</p> <ul style="list-style-type: none"> <li>e) Summarize supporting details.</li> <li>h) Distinguish between fact and opinion.</li> <li>i) Use prior knowledge and build additional background knowledge as context for new learning.</li> <li>j) Identify new information gained from reading.</li> <li>k) Use reading strategies throughout the reading process to monitor comprehension.</li> <li>l) Read with fluency and accuracy.</li> </ul> <p>4.7 ... write cohesively for a variety of purposes.</p> <ul style="list-style-type: none"> <li>a) Identify intended audience.</li> <li>b) Focus on one aspect of a topic.</li> <li>c) Use a variety of pre-writing strategies.</li> <li>d) Organize writing to convey a central idea.</li> <li>e) Recognize different modes of writing have different patterns of organization.</li> <li>f) Write a clear topic sentence focusing on the main idea.</li> <li>g) Write two or more related paragraphs on the same topic.</li> <li>h) Use transition words for sentence variety.</li> <li>i) Utilize elements of style, including word choice and sentence variation.</li> <li>j) Revise writing for clarity of content using specific vocabulary and information.</li> <li>k) Include supporting details that elaborate the main idea.</li> </ul> <p>4.8 ...edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.</p> <ul style="list-style-type: none"> <li>e) Use commas in series, dates and addresses.</li> <li>f) Incorporate adjectives and adverbs</li> </ul> <p>4.9 ...demonstrate comprehension of information resources to research a topic.</p> <ul style="list-style-type: none"> <li>b) Collect information from multiple resources including online, print, and media.</li> <li>c) Use technology as a tool to organize, evaluate and communicate information.</li> </ul> <p>*include sequencing</p>	<p><b><i>Comprehensive Review of all Standards of Learning based on student needs.</i></b></p>