

Fourth Grade Curriculum Pacing Guide – Reading & Writing

Page County Public Schools

	SOL	Skills	Strategies	Vocabulary
1st 9-weeks	4.5 (a, b, j, k, l) 4.6 (a, b, c, j, k, l) 4.7 (a, b, c, d, e, f, g)	<ul style="list-style-type: none"> • Explain the author’s purpose • Describe how the choice of language, setting, characters, and information contribute to the author’s purpose • Identify cause and effect relationships • Read with fluency and accuracy • Identify new information gained from reading • Identify intended audience • Focus on one aspect of a topic • Use a variety of prewriting strategies • Organize writing to convey a central idea • Recognize different modes of writing have different patterns of organization • Write a clear topic sentence focusing on the main idea • Write two or more related paragraphs on the same topic 	<ul style="list-style-type: none"> • Use reading strategies throughout the reading process to monitor comprehension • Use text structures, such as type, headings, and graphics, to predict and categorize information in both print and digital text • Formulate questions that might be answered in the selection 	<ul style="list-style-type: none"> • Setting • Character • Author’s purpose • Cause • Effect • Predict • Type • Headings • Graphics • Topic sentence
2nd 9-weeks	4.1 (a, b, c, d, e, f, g, h) 4.2 (a, b, c, d) 4.4 (a, b, c, d, e) 4.5 (c, d, f, g, h) 4.6 (d, e, g, h, i)	<ul style="list-style-type: none"> • Present accurate directions to individuals and small groups • Contribute to group discussions across content areas • Seek ideas and opinions of others • Use evidence to support opinions • Use grammatically correct language and specific vocabulary to 	<ul style="list-style-type: none"> • Organize information for clarity • Use content to clarify meaning of unfamiliar words • Identify main idea • Summarize supporting details • Describe the relationship between text and previously read material • Draw conclusions/make inferences 	<ul style="list-style-type: none"> • Synonyms • Anonyms • Homophones • Glossary • Dictionary • Thesaurus • Cause • Effect

		<p>communicate ideas</p> <ul style="list-style-type: none"> • Communicate new ideas to others • Demonstrate the ability to collaborate with diverse teams • Demonstrate the ability to work independently • Use subject related information and vocabulary • Listen to and record information • Use language and style appropriate to the audience, topic, and purpose • Use knowledge of roots, affixes, synonyms, antonyms, and homophones • Use word reference materials, including the glossary, dictionary, and thesaurus • Develop vocabulary by listening to and reading a variety of texts • Use vocabulary from other content areas • Identify the sensory words • Distinguish between cause and effect • Distinguish between fact and opinion 	<p>about text</p> <ul style="list-style-type: none"> • Use prior knowledge and build additional background knowledge as context for new learning 	<ul style="list-style-type: none"> • Fact • Opinion • Main idea • Detail • Conclusion • Inference • Root • Affix • Sensory word •
<p>3rd 9-weeks</p>	<p>4.3 (a, b) 4.5 (e, i) 4.7 (h, i, j, k) 4.8 (a, b, c, d, e, f, g, h) 4.9 (a, b, c, d, e)</p>	<ul style="list-style-type: none"> • Differentiate between auditory, visual, and written media messages • Identify the characteristics of various media messages • Identify problem and solution • Use transition words for sentence variety • Utilize elements of style, including word choice and sentence variation 	<ul style="list-style-type: none"> • Make, confirm, and revise predictions • Include supporting details that elaborate the main idea • Construct questions about a topic 	<ul style="list-style-type: none"> • Problem • Solution • Subject • Verb • Preposition • Double negative • Noun • Pronoun • Adjectives

		<ul style="list-style-type: none"> • Revise writing for clarity of content using specific vocabulary and information • Use subject-verb agreement • Include prepositional phrases • Eliminate double negatives • Use noun-pronoun agreement • Use commas in series, dates, and addresses • Incorporate adjectives and adverbs • Use correct spelling for frequently used words, including common homophones • Use singular possessives • Collect information from multiple resources including online, print, and media • Use technology as a tool to organize, evaluate, and communicate information • Give credit to sources used in research • Understand the difference between plagiarism and using own words 		<ul style="list-style-type: none"> • Adverbs • Homophones • Possessives • Plagiarism • Predictions • Transition word
4th 9-weeks	all	<ul style="list-style-type: none"> • Review all previously taught objectives 	<ul style="list-style-type: none"> • Review all previously taught objectives 	<ul style="list-style-type: none"> • Review all vocabulary

- The 9-weeks in which the SOL is stated is the time in which the standard should be introduced and then applied throughout the rest of the year in your curriculum, even after mastery.
- Vocabulary – This column lists the terms that students must be taught in order to be successful with the strategies and skills of each standard.
- Refer to the Curriculum Framework from the VDOE and the Unpacking of the Standards for more details and additional information.

Skills versus Strategies

Skills –

product, task that requires low-level thinking, readers receive and produce stated ideas from text.

- Fact/Opinion
- Sequence
- Cause/Effect
- Story Elements

Strategies –

interconnected decisions that require high-level thinking, readers are actively involved to create meaning, helps students understand what they read.

