

## Fourth Grade Language Arts Assessment Pacing Guide

### First Nine Weeks

Competency	Mississippi Language Framework Objectives	DOK	Date Taught	Assessment
1a	The student will use syllabication types(e.g., open, closed, r-controlled,vowel team, vowel-consonant + 3, consonant + le) for decoding words.	1		
1c	The student will develop and apply expansive knowledge of words and word meanings to communicate.	1		
1d	The student will identify and produce grade level appropriate synonyms, antonyms, and homonyms.	2		
1e	The student will use definitional, synonyms, or antonyms context clues to infer meanings of unfamiliar words.	1		
1g	The student will use reference materials (e.g., <u>dictionary</u> , <u>glossary</u> , teacher or peer [as a resource] <u>thesaurus</u> , electronic dictionary) to determine the meaning, pronunciation, syllabication, synonyms, antonyms, and parts of speech for unknown words. [Note: These reference materials are available during the administration of state tests.]	2		
2a1	Text features- <u>titles</u> , <u>headings</u> , <u>captions</u> , illustrations, graphs, charts, diagrams, bold-faced print, italics, maps, icons, pull down menus, key word searches, etc.	2		
2a2	Parts of a book-title page, table of contents, glossary, index, appendix, footnotes, etc.	2		
2a3	Text structures - <u>sequential order</u> , description, simple cause and effect, simple procedure, compare/contrast, etc.	1		
2a4	Genres – Fiction, nonfiction, and poetry	2		

2b1	Identify the stated main idea or supporting details in a paragraph.	2		
2b2	Apply knowledge of transitions or cue words to identify and sequence major events in a narrative.	2		
2b5	Predict a logical outcome based on information stated in a paragraph or short passage and confirm or revise based upon subsequent text.	2		
2d1	Story elements (e.g., setting, characters, character traits, events, resolution, point of view).	2		
3a*	The Writing Process: Planning, Drafting, Revising, Editing, Publishing, Sharing.	3		
4a1	Nouns (e.g., <u>singular</u> , <u>plural</u> including irregular forms, <u>common</u> , <u>proper</u> , singular possessive, plural possessives, appositives).	1		
4a2	Verbs (e.g., helping verbs, irregular verbs, linking verbs).	1		
4a4	Subject-Verb Agreement	1		
4a5	Articles and coordinating conjunctions	1		
4a6	Adjectives (e.g., <u>possessive</u> , comparative, superlative).	1		
4a7	Prepositions	1		
4a8	Pronouns (e.g., <u>subject pronouns</u> , singular pronouns, plural pronouns, <u>singular possessive pronouns</u> , <u>plural possessive pronouns</u> , object pronouns) *(Must supplement material to cover reflexive pronouns, demonstrative pronouns)	1		
4a10	Adverbs (avoiding double negatives; comparative forms).	1		
4b1	End punctuation (e.g., period, question mark, exclamation point).	1		
4b2	Periods in common abbreviations (e.g., titles of address, days of the week, months of the year)	1		
4b3	Commas (e.g., <u>dates</u> , <u>series</u> , <u>addresses</u> , greetings and closings of friendly letters, quotations, introductory prepositional phrases, and <u>nonessential appositives</u> ).	1		
4b5	Quotation marks (e.g., quotations; <u>titles of</u>	1		

	<u>poems, titles of songs, titles of short stories).</u>			
4b6	Underlining/ italics (e.g., titles of books and movies).	1		
4b8	Capitalization (e.g., <u>first word in a sentence, proper noun, days of the week, months of the year, holiday titles, initials, the pronoun “I”, first word in greetings and closings of friendly letters, and proper adjectives).</u>	1		
4b9	Spell words commonly found in fourth grade text.	1		
4c1*	Analyze the structure of sentence (e.g., <u>simple sentence including those with compound subjects or compound predicates; compound sentences; and complex sentences, including independent and dependent clauses).</u>	2		
4c2*	<u>Compose simple sentences with compound subjects and/or compound predicates, compound sentences; and complex sentences.</u>	1		
4c3	<u>Avoid sentence fragments and run-on sentences and comma splices.</u>	2		
4c4	Analyze sentences containing descriptive adjectives, adverbs, <u>prepositional phrases, and appositive phrases.</u>	2		
4c5	Compose sentences containing descriptive, adjectives, adverbs, <u>prepositional phrases and appositive phrases.</u>	2		

**Note To Teacher:** The following objectives in English cover Chapters 1-4 (Through Ch.4, Lesson 2) in Shurley English.

(In objectives in which several skills are listed, underlining means the skill underlined is the focus skill of the nine weeks.)

## Fourth Grade Language Arts Assessment Pacing Guide

### Second Nine Weeks

Competency	Mississippi Language Framework Objectives	DOK	Date Taught	Assessment
1b	The student will identify roots and affixes(e.g.,non-, trans-, over-, anti-, -tion, -or, -ion,-ity, -ment,-ic) in words.	2		
1e	The student will use definitional, synonyms, or antonyms context clues to infer meanings of unfamiliar words.	1		
1g	The student will use reference materials (e.g., *dictionary, *glossary, teacher or peer [as a resource] *thesaurus, electronic dictionary) to determine the meaning, pronunciation, syllabication, synonyms, antonyms, and parts of speech for unknown words. [Note: These reference materials are available during the administration of state tests.]	2		
2a1	Text features- titles, *headings, *captions, illustrations, <u>graphs</u> , <u>charts</u> , diagrams, bold-faced print, italics, <u>maps</u> , icons, pull down menus, <u>key word searches</u> , etc.	2		
2a2	Parts of a book---index	2		
2a3	Text structures - *sequential order, description, <u>simple cause and effect</u> , simple procedure, <u>compare/contrast</u> , etc.	1		
2a4	Genres – Fiction, nonfiction, and poetry	2		
2b3	Identify stated causes and effect relationships in paragraphs and short passages.	2		
2b5	Predict a logical outcome based on information stated in a paragraph or short passage and confirm or revise based upon subsequent text.	2		
2c	The student will recognize or generate a summary or paraphrase of the events or ideas in text, citing	2		

	text-based evidence.			
2d1	Story elements (e.g., setting, characters, character traits, events, resolution, point of view).	2		
2d4	Author's purpose(e.g., inform, entertain, persuade)	3		
2e1	Distinguish between fact and opinion.	3		
3a*	The Writing Process: Planning, Drafting, Revising, Editing, Publishing, Sharing.	3		
3f2	Locate sources(e.g., books, <u>interviews</u> , Internet) and gather relevant information.	3		
4a1	Nouns (e.g., *singular, *plural including irregular forms, *common, *proper, <u>singular possessive</u> , <u>plural possessives</u> , appositives).	1		
4a2	Verbs (e.g., <u>helping verbs</u> , <u>irregular verbs</u> , <u>linking verbs</u> ).	1		
4a3	Verb tense(conjugation, and purpose for past, present, future, present perfect) (**Present Perfect tense needs to be supplemented to Shurley English at this time.)	1		
4a5	Articles and coordinating conjunctions	1		
4a8	Pronouns (e.g., subject pronouns, <u>singular pronouns</u> , <u>plural pronouns</u> , <u>singular possessive pronouns</u> , <u>plural possessive pronouns</u> , object pronouns) (**Must supplement material to cover reflexive pronouns and demonstrative pronouns, as well.)	1		
4a 11	Interjections	1		
4b3	Commas (e.g., <u>dates</u> , <u>series</u> , <u>addresses</u> , greetings and closings of friendly letters, quotations, introductory prepositional phrases, and <u>nonessential appositives</u> ).	1		
4b4	Apostrophes(possessives)	1		
4b9	Spell words commonly found in fourth grade level.	1		
4c1	Analyze the structure of sentence (e.g., simple sentence including those with compound subjects or compound predicates; compound sentences; and complex sentences, including	2		

	independent and dependent clauses).			
4c2	Compose simple sentences with compound subjects and/or compound predicates, compound sentences; and complex sentences.	1		
4c3	Avoid sentence fragments and run-on sentences and comma splices.	2		

**Note To Teacher:** The following objectives in English cover Chapters 4-7 (Through Ch.7, Lesson 2) in Shurley English.

(In objectives in which several skills are listed, underlining means the skill underlined is the focus skill of the nine weeks.)

\*Skill has already been taught and is to be reviewed if it has an (\*) next to it.

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### Third Nine Weeks

Competency	Mississippi Language Framework Objectives	DOK	Date Taught	Assessment
1b	The student will identify roots and affixes(e.g.,non-, trans-, over-, anti-, -tion, -or, -ion,-ity, -ment,-ic) in words.	2		
1f	The student will apply knowledge of simple figurative language(e.g., <u>simile</u> , <u>metaphor</u> , personification, hyperbole) to determine the meaning of words and to communicate.	2		
2a1	Text features- *titles, *headings, *captions, <u>illustrations</u> , *graphs, *charts, <u>diagrams</u> , <u>bold-faced print</u> , <u>italics</u> , *maps, icons, pull down menus, *key word searches, etc.	2		
2a3	Text structures - *sequential order, <u>description</u> , *simple cause and effect, simple procedure, <u>compare/contrast</u> , etc.	1		
2a4*	Genres – Fiction, nonfiction, and poetry	2		
2b4	Synthesize information stated in the text with prior knowledge and experience to draw a conclusion.	2		
2d1	Story elements (e.g., setting, characters, character traits, events, resolution, point of view).	2		
2e1	Distinguish between fact and opinion.	2		
3a*	The Writing Process: Planning, Drafting, Revising, Editing, Publishing, Sharing.	3		
3e	Advertisements	3		
4a1	Nouns (e.g., singular, plural including irregular forms, common, proper, singular possessive, plural possessives, appositives).	1		
4a3	Verb tense(conjugation and purpose for past,	1		

	present, future, present perfect)			
4a6	Adjectives (e.g., possessive, <u>comparative, superlative</u> ).	1		
4a9	Pronoun-antecedent agreement(number and gender)	1		
4b3	Commas (e.g., <u>dates, series, addresses, greetings and closings of friendly letters, quotations, introductory prepositional phrases, and nonessential appositives</u> ).	1		
4b4	Apostrophes(possessives, contractions)	1		
4b5	Quotation marks (e.g., quotations; <u>titles of poems, titles of songs, titles of short stories</u> ).	1		
4b9	Spell words commonly found in fourth grade text.	1		
4c1	Analyze the structure of sentence (e.g., <u>simple sentence including those with compound subjects or compound predicates; compound sentences; and complex sentences, including independent and dependent clauses</u> ).	2		
4c2	<u>Compose simple sentences with compound subjects and/or compound predicates, compound sentences; and complex sentences.</u>	1		
4c3	Avoid sentence fragments and run-on sentences and comma splices.	2		
4c4	Analyze sentences containing descriptive adjectives, prepositional phrases, and appositive phrases.	2		
4c5	Compose sentences containing descriptive, adjectives, adverbs, prepositional phrases and appositive phrases.	2		

**Note To Teacher:** The following objectives in English cover Chapters 7-9 in Shurley English with comparative and superlative adjectives and pronoun antecedents covered in Ch.12.

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## Fourth Grade Language Arts Assessment Pacing Guide

### Fourth Nine Weeks

Competency	Mississippi Language Framework Objectives	DOK	Date Taught	Assessment
1e	The student will use definitional, synonyms, or antonyms context clues to infer meanings of unfamiliar words.	1		
1f	The student will apply knowledge of simple figurative language(e.g., *simile, *metaphor, personification, hyperbole) to determine the meaning of words and to communicate.	2		
2a1	Text features- *titles, *headings, *captions, *illustrations, *graphs, *charts, *diagrams, *bold-faced print, *italics, *maps, <u>icons</u> , <u>pull down menus</u> , *key word searches, etc.	2		
2a3	Text structures - *sequential order, *description, *simple cause and effect, <u>simple procedure</u> , *compare/contrast, etc.	1		
2a4*	Genres – Fiction, nonfiction, and poetry	2		
2b3	Identify stated causes and effect relationships in paragraphs and short passages.	2		
2b5	Predict a logical outcome based on information stated in a paragraph or short passage and confirm or revise based upon subsequent text.	2		
2d2	Literary devices(e.g., imagery, exaggeration, dialogue)	3		
2d3	Sound devices(e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance)	3		
2e2	Identify tools of persuasion(e.g., name calling, endorsement, repetition, air and rebuttal and other's side of view)	2		
3a*	The Writing Process: Planning, Drafting, Revising, Editing, Publishing, Sharing.	3		

4a1*	Nouns (e.g., singular, plural including irregular forms, common, proper, singular possessive, plural possessives, appositives).	1		
4a2*	Verbs (e.g., helping verbs, irregular verbs, linking verbs).	1		
4a4*	Subject-Verb Agreement	1		
4a5*	Articles and coordinating conjunctions	1		
4a6*	Adjectives (e.g., <u>possessive</u> , comparative, superlative).	1		
4a7*	Prepositions	1		
4a8*	Pronouns (e.g., <u>subject pronouns</u> , singular pronouns, plural pronouns, <u>singular possessive pronouns</u> , <u>plural possessive pronouns</u> , object pronouns) *(Must supplement material to cover reflexive pronouns, demonstrative pronouns)	1		
4a10*	Adverbs (avoiding double negatives; comparative forms).	1		
4b1*	<u>End punctuation</u> (e.g., period, question mark, exclamation point).	1		
4b2*	Periods in common abbreviations (e.g., titles of address, days of the week, months of the year)	1		
4b3*	Commas (e.g., <u>dates</u> , <u>series</u> , <u>addresses</u> , greetings and closings of friendly letters, quotations, introductory prepositional phrases, and <u>nonessential appositives</u> ).	1		
4b5*	Quotation marks (e.g., quotations; <u>titles of poems</u> , <u>titles of songs</u> , <u>titles of short stories</u> ).	1		
4b6*	<u>Underlining/ italics</u> (e.g., <u>titles of books and movies</u> ).	1		
4b8*	Capitalization (e.g., <u>first word in a sentence</u> , <u>proper noun</u> , <u>days of the week</u> , <u>months of the year</u> , <u>holiday titles</u> , initials, the pronoun “I”, <u>first word in greetings and closings of friendly letters</u> , <u>common and proper adjectives</u> ).	1		
4b9	Spell words commonly found in fourth grade text.	1		
4c1*	Analyze the structure of sentence (e.g., <u>simple sentence including those with compound subjects or compound predicates</u> ; <u>compound sentences</u> ; and complex sentences, including	2		

	independent and dependent clauses).			
4c2*	<u>Compose simple sentences with compound subjects and/or compound predicates, compound sentences; and complex sentences.</u>	1		
4c3*	Avoid sentence fragments and run-on sentences and comma splices.	2		
4c4*	Analyze sentences containing descriptive adjectives, prepositional phrases, and appositive phrases.	2		
4c5*	Compose sentences containing descriptive, adjectives, adverbs, prepositional phrases and appositive phrases.	2		

**Note To Teacher:** The following objectives in English cover Chapters 10-12, Ch.13 (Lessons 1, 2), Ch. 14, (Lesson 1,2), and Chapter 16 (Lesson 1 and 2) in Shurley English.

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