

South Conway County School District

4th Grade Literacy Pacing Guide

Arkansas Curriculum Framework (SLE)	Learning Goal (Objective)	Assessment/Bloom's	Essential Vocabulary *teacher word (For Future Use)	Materials/Resources (For Future Use)
First Quarter (Narrative/Descriptive Writing Realistic Fiction)				
R. 9.4.1	Organize prior knowledge and new information to make meaning of text	Synthesis		
R. 9.4.2	Make connections that demonstrate a deeper understanding of text related to self, text, and/or world	Application		
R. 9.4.3	Form mental pictures reflecting vivid details and personal connections with the text	Application		
R. 9.4.7	Infer the purpose of the text to expand comprehension	Comprehension		
R. 9.4.9	Use inferences to expand understanding of content knowledge	Comprehension		
R. 10.4.1	Read daily	Knowledge		
R. 10.4.4	Responding to a wide variety of texts by contributing to a reading journal which demonstrates appropriate comprehension skills, including written responses, reading log, interest list, and reading goals	Synthesis		
R. 10.4.5	Self-select materials on independent reading level based on personal interest, knowledge of authors, different types of text, and estimation of text difficulty	Analysis		
R. 11.4.1	Use context clues to determine the precise meaning of new words	Analysis		
R. 11.4.2	Use knowledge of plural possessive nouns and irregular verbs to read with meaning	Knowledge		
R. 11.4.3	Explain words with multiple meanings	Comprehension		
R. 11.4.5	Refine strategies to decode multi-syllabic words	Analysis		
R. 11.4.6	Decode multi-syllabic words using more advanced syllable patterns	Analysis		
R. 11.4.8	Add content words to sight vocabulary	Knowledge		
R. 11.4.9	Use word-reference materials, including the glossary, dictionary, and thesaurus, to make meaning of unknown words	Knowledge		
R. 11.4.11	Read grade level texts with accuracy of 90% or above	Knowledge		
R. 11.4.12	Read grade level text fluently at approximately 118 words per minute	Knowledge		

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R. 11.4.13	Read familiar grade level texts using appropriate rhythm, pace, phrasing, punctuation, and intonation	Knowledge		
R. 11.4.14	Adjust reading rate according to text demands	Application		
W. 4.4.1	Organize writing to convey a central idea	Synthesis		
W. 4.4.2	Focus on one aspect of a topic	Analysis		
W. 4.4.5	Develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs into larger units of text	Synthesis		
W. 4.4.6	Create an introduction that hooks the reader	Synthesis		
W. 4.4.7	Write several related paragraphs on the same topic	Synthesis		
W. 4.4.8	Develop strong closure	Synthesis		
W. 4.4.10	Revise writing to utilize elements of style, including word choice and sentence variation	Synthesis		
W. 4.4.11	Revise drafts for coherence, style, content and logical support of ideas based on peer responses and teacher conferences	Synthesis		
W. 4.4.12	Select a revision checklist to independently revise writing	Synthesis		
W. 4.4.13	Edit spelling of appropriate words, usage, punctuation, capitalization, and sentence structure without the aid of a checklist	Synthesis		
W. 4.4.14	Polish approximately ten pieces throughout the year (i.e. longer compositions, more descriptive passages, etc.)	Synthesis		
W. 4.4.16	Select pieces for a writing portfolio that demonstrates abilities to write in different genres	Synthesis		
W. 5.4.2	Write to define, clarify, develop ideas, and express creativity	Synthesis		
W. 5.4.3	Record reactions to personal and school related experiences	Synthesis		
W. 5.4.4	Write daily	Synthesis		
W. 5.4.6	Write complex narrative/descriptive compositions that have topic sentences, concrete sensory supporting details, a context to allow the reader to imagine the event, and a logical conclusion	Synthesis		

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W. 5.4.8	Write realistic fiction	Synthesis		
W. 5.4.10	Write on demand to a specific prompt within a given time frame	Synthesis		
W. 6.4.1	Use a variety of simple, compound, and complex sentences (i.e. completeness and standard word order, etc.)	Application		
W. 6.4.2	Eliminate run-on sentences in writing	Application		
W. 6.4.5	Employ standard English usage in writing, including subject-verb agreement and parts of speech such as pronoun referents	Application		
W. 6.4.6	Maintain appropriate tense throughout text	Application		
W. 6.4.9	Use the articles a, an, the correctly	Application		
W. 6.4.10	Demonstrate use of conventional spelling by spelling most words correctly	Application		
W. 6.4.11	Use syllable juncture patterns to write multisyllabic words (i.e. dropping final e, doubling consonants, and open and closed syllables)	Application		
W. 6.4.12	Use knowledge of syllables and affixes to spell words correctly	Application		
W. 6.4.13	Demonstrate accurate use of capital letters	Application		
W. 6.4.15	Use apostrophe with plural possessives	Application		
W. 6.4.17	Use commas to set off a person's name in a sentence, when appropriate	Application		
W. 6.4.18	Use a comma before a conjunction in a compound sentence	Application		
W. 6.4.21	Indicate paragraphs using indentation or block style	Knowledge		
W. 7.4.1	Engage the reader by developing a lead and a sense of closure	Synthesis		
W. 7.4.2	Use logical sequence	Comprehension		
W. 7.4.3	Use descriptive language as specific nouns and action verbs to add interest to writing	Application		
W. 7.4.4	Describe characters and setting	Knowledge		
W. 7.4.6	Use purposeful vocabulary	Application		
OV. 1.4.2	Adjust oral language and vocabulary to fit an audience, topic, or purpose	Analysis		
OV. 1.4.4	Make proper introductions and respond accurately	Application		

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Arkansas Curriculum Framework (SLE)	Learning Goal (Objective)	Assessment/Bloom's	Essential Vocabulary *teacher word (For Future Use)	Materials/Resources (For Future Use)
OV. 1.4.9	Encourage others to participate in discussions (i.e. avoid monopolizing the conversation and raise pertinent questions)	Application		
OV. 1.4.10	Tell and retell stories in a formal storytelling format using descriptive language, story elements, and voice to create interest and mood	Comprehension		
OV. 2.4.4	Listen and respond to literature, including inferring underlying themes or messages	Comprehension		

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Second Quarter (Expository Writing Nonfiction/Functional Reading/Mysteries)				
R. 9.4.1	Organize prior knowledge and new information to make meaning of text	Synthesis		
R. 9.4.2	Make connections that demonstrate a deeper understanding of text related to self, text, and/or world	Application		
R. 9.4.3	Form mental pictures reflecting vivid details and personal connections with the text	Application		
R. 9.4.5	Generate questions that reflect active engagement in the text	Synthesis		
R. 9.4.7	Infer the purpose of the text to expand comprehension	Comprehension		
R.9.4.9	Use inferences to expand understanding of content knowledge	Comprehension		
R. 9.4.10	Sort relevant and irrelevant information based on the purpose of reading	Analysis		
R. 9.4.11	Read a text for a variety of purposes	Knowledge		
R. 9.4.12	Summarize content of selection, identifying important ideas and providing details for each important area	Comprehension		
R. 10.4.1	Read daily	Knowledge		
R. 10.4.2	Compare and contrast fiction and nonfiction	Analysis		
R. 10.4.3	Analyze and compare the distinguishing features of familiar genres	Analysis		
R. 10.4.4	Responding to a wide variety of texts by contributing to a reading journal which demonstrates appropriate comprehension skills, including written responses, reading log, interest list, and reading goals	Knowledge		
R. 10.4.5	Self-select materials on independent reading level based on personal interest, knowledge of authors, different types of text, and estimation of text difficulty	Analysis		
R. 10.4.6	Use graphic organizers, including main idea/detail maps and outlines to make meaning of the reading selection	Analysis		
R. 10.4.8	Read a variety of informational texts, including comparative format	Knowledge		
R. 10.4.9	Recognize expository text structures which are comparative	Analysis		

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R. 10.4.11	Read a variety of stories including mysteries	Knowledge		
R. 10.4.12	Identify and compare the story elements of mysteries	Analysis		
R. 10.4.13	Create own mysteries	Synthesis		
R. 10.4.18	Read a variety of functional/practical texts, including brochures, newspapers, and magazine articles	Knowledge		
R. 10.4.19	Utilize functional texts, including brochures, newspaper articles, and magazines to accomplish tasks	Application		
R. 11.4.1	Use context clues to determine the precise meaning of new words	Analysis		
R. 11.4.3	Explain words with multiple meanings	Comprehension		
R. 11.4.5	Refine strategies to decode multi-syllabic words	Analysis		
R. 11.4.6	Decode multi-syllabic words using more advanced syllable patterns	Analysis		
R. 11.4.7	Use related words to determine the spelling of unaccented syllables	Application		
R. 11.4.8	Add content words to sight vocabulary	Knowledge		
R. 11.4.9	Use word-reference materials, including the glossary, dictionary, and thesaurus, to make meaning of unknown words	Knowledge		
R. 11.4.10	Recognize and use linking verbs	Knowledge		
R. 11.4.11	Read grade level texts with accuracy of 90% or above	Knowledge		
R. 11.4.12	Read grade level text fluently at approximately 118 words per minute	Knowledge		
R. 11.4.13	Read familiar grade level texts using appropriate rhythm, pace, phrasing, punctuation, and intonation	Knowledge		
R. 11.4.14	Adjust reading rate according to text demands	Application		
W. 4.4.1	Organize writing to convey a central idea	Synthesis		
W. 4.4.2	Focus on one aspect of a topic	Analysis		
W. 4.4.3	Select relevant information from a variety of sources	Comprehension		
W. 4.4.5	Develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs into larger units of text	Synthesis		
W. 4.4.6	Create an introduction that hooks the reader	Synthesis		
W. 4.4.7	Write several related paragraphs on the same topic	Synthesis		

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W. 4.4.8	Develop strong closure	Synthesis		
W. 4.4.10	Revise writing to utilize elements of style, including word choice and sentence variation	Synthesis		
W. 4.4.11	Revise drafts for coherence, style, content and logical support of ideas based on peer responses and teacher conferences	Synthesis		
W. 4.4.12	Select a revision checklist to independently revise writing	Synthesis		
W. 4.4.13	Edit spelling of appropriate words, usage, punctuation, capitalization, and sentence structure without the aid of a checklist	Synthesis		
W. 4.4.14	Polish approximately ten pieces throughout the year (i.e. longer compositions, more descriptive passages, etc.)	Synthesis		
W. 4.4.16	Select pieces for a writing portfolio that demonstrates abilities to write in different genres	Synthesis		
W. 5.4.2	Write to define, clarify, develop ideas, and express creativity	Synthesis		
W. 5.4.3	Record reactions to personal and school related experiences	Synthesis		
W. 5.4.4	Write daily	Synthesis		
W. 5.4.6	Write complex expository compositions that have topic sentences, concrete sensory supporting details, a context to allow the reader to imagine the event, and a logical conclusion	Synthesis		
W. 5.4.8	Write mysteries	Synthesis		
W. 5.4.9	Write summaries based on the main idea of a reading selection and its most significant details	Synthesis		
W. 5.4.10	Write on demand to a specific prompt within a given time frame	Synthesis		
W. 6.4.1	Use a variety of simple, compound, and complex sentences (i.e. completeness and standard word order, etc.)	Application		
W. 6.4.3	Create sentences with compound subjects and verbs	Application		
W. 6.4.5	Employ standard English usage in writing, including subject-verb agreement and parts of speech	Application		

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W. 6.4.6	Maintain appropriate tense throughout text	Application		
W. 6.4.8	Eliminate double negatives	Application		
W. 6.4.9	Use the articles a, an, the correctly	Application		
W. 6.4.10	Demonstrate use of conventional spelling by spelling most words ccorrectly	Application		
W. 6.4.11	Use syllable juncture patterns to write multi-syllabic words (i.e. dropping final e, doubling consonants, and open and closed syllables)	Application		
W. 6.4.12	Use knowledge of syllables and affixes to spell words correctly	Application		
W. 6.4.13	Demonstrate accurate use of capital letters	Application		
W. 6.4.14	Capitalize dialogue	Application		
W. 6.4.16	Use quotation marks and commas with dialogue	Application		
W. 6.4.21	Indicate paragraphs using indention or block style	Knowledge		
W. 7.4.1	Engage the reader by developing a lead and a sense of closure	Synthesis		
W. 7.4.2	Use logical sequence	Comprehension		
W. 7.4.3	Use such descriptive language as specific nouns and action verbs to add interest to writing	Application		
W. 7.4.4	Describe characters and setting	Knowledge		
W. 7.4.5	Use diagrams, charts, or illustrations appropriate to the text	Application		
W. 7.4.6	Use purposeful vocabulary	Application		
W. 7.4.7	Respond to writing of others by giving specific feedback on the clarity, coherence, logical order, elaboration, and support of ideas	Evaluation		
W. 7.4.8	Identify the most effective features of a piece of writing using criteria generated by the teacher or class	Evaluation		
OV. 1.4.1	Use subject-related information and vocabulary	Application		
OV. 1.4.2	Adjust oral language and vocabulary to fit an audience, topic, or purpose	Analysis		
OV. 1.4.5	Adapt spoken language, including word choice	Analysis		
OV. 1.4.6	Communicate ideas and information with clarity	Application		
OV. 1.4.7	Give precise directions and instructions for more complex activities and tasks	Application		

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OV. 1.4.9	Encourage others to participate in discussions (i.e. avoid monopolizing the conversation and raise pertinent questions)	Application		
OV. 1.4.10	Tell and retell stories in a formal storytelling format using descriptive language, story elements, and voice to create interest and mood	Comprehension		
OV. 1.4.11	Participate in a variety of speaking activities, including book talks	Synthesis		
OV. 1.4.12	Ask and answer relevant questions and make contributions in small or large group discussions	Application		
OV. 2.4.1	Demonstrate active listening behaviors (i.e. beginning note taking, listing position, eye contact, etc.	Application		
OV. 2.4.2	Listen to and evaluate information	Evaluation		
OV. 2.4.3	Listen to, understand, organize, and remember directions for doing tasks and assignments	Synthesis		
OV. 2.4.4	Listen and respond to literature, including inferring underlying themes or messages	Comprehension		
IR. 12.4.2	Locate information in reference materials by using organizational features	Knowledge		
IR. 12.4.3	Use guide words to locate words in dictionaries and topics in encyclopedias	Knowledge		
IR. 12.4.5	Use text formats and organizing tools as an aid in constructing meaning	Application		
IR. 12.4.7	Develop notes, learning logs, etc. to identify and support main ideas from text	Comprehension		

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Third Quarter (Persuasive/Descriptive Writing Poetry)				
R. 9.4.1	Organize prior knowledge and new information to make meaning of text	Synthesis		
R. 9.4.2	Make connections that demonstrate a deeper understanding of text related to self, text, and/or world	Application		
R. 9.4.3	Form mental pictures reflecting vivid details and personal connections with the text	Application		
R. 9.4.4	Revise mental pictures based on new information from the text	Synthesis		
R. 9.4.5	Generate questions that reflect active engagement in the text	Synthesis		
R. 9.4.6	Use additional resources to support answers to questions formulated before, during, and after reading	Analysis		
R. 9.4.7	Infer the purpose of the text to expand comprehension	Comprehension		
R. 9.4.8	Describe how the author's purpose determines the choice of language and information in the text	Analysis		
R. 10.4.1	Read daily	Knowledge		
R. 10.4.4	Respond to a wide variety of texts by contributing to a reading journal which demonstrates appropriate comprehension skills, including written responses, reading log, interest list, and reading goals	Synthesis		
R. 10.4.5	Self-select materials on independent reading level based on personal interest, knowledge of authors, different types of text, and estimation of text difficulty	Analysis		
R. 10.4.7	Evaluate texts for appropriateness to reading tasks	Evaluation		
R. 10.4.10	Read critically to compare information from two or more sources	Analysis		
R. 10.4.14	Identify figurative language and literary devices, including tone	Knowledge		
R. 10.4.15	Read a variety of poetry, including simple free verse and limericks	Knowledge		
R. 10.4.16	Discuss poetry to determine meaning	Analysis		
R. 10.4.17	Analyze poetry to identify the characteristics of diamantes	Analysis		

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R. 11.4.1	Use context clues to determine the precise meaning of new words	Analysis		
R. 11.4.2	Use knowledge of plural possessive nouns and irregular verbs to read with meaning	Knowledge		
R. 11.4.4	Identify figurative language in reading (metaphors, similes, idioms)	Knowledge		
R. 11.4.5	Refine strategies to decode multi-syllabic words	Analysis		
R. 11.4.6	Decode multi-syllabic words using more advanced syllable patterns	Analysis		
R. 11.4.8	Add content words to sight vocabulary	Knowledge		
R. 11.4.9	Use word-reference materials, including the glossary, dictionary, and thesaurus, to make meaning of unknown words	Knowledge		
R. 11.4.11	Read grade level texts with accuracy of 90% or above	Knowledge		
R. 11.4.12	Read grade level texts fluently at approximately 118 words per minute	Knowledge		
R. 11.4.13	Read familiar grade level texts using appropriate rhythm, pace, phrasing, punctuation, and intonation	Knowledge		
R. 11.4.14	Adjust reading rate according to text demands	Application		
W. 4.4.1	Organize writing to convey a central idea	Synthesis		
W. 4.4.2	Focus on one aspect of a topic	Analysis		
W. 4.4.3	Select relevant information from a variety of sources	Comprehension		
W. 4.4.5	Develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs into larger units of text	Synthesis		
W. 4.4.6	Create an introduction that hooks the reader	Synthesis		
W. 4.4.7	Write several related paragraphs on the same topic	Synthesis		
W. 4.4.8	Develop strong closure	Synthesis		
W. 4.4.10	Revise writing to utilize elements of style, including word choice and sentence variation	Synthesis		
W. 4.4.11	Revise drafts for coherence, style, content and logical support of ideas based on peer responses and teacher conferences	Synthesis		
W. 4.4.12	Select a revision checklist to independently revise writing	Synthesis		

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W. 4.4.13	Edit spelling of appropriate words, usage, punctuation, capitalization, and sentence structure without the aid of a checklist	Synthesis		
W. 4.4.14	Polish approximately ten pieces throughout the year (i.e. longer compositions, more descriptive passages, etc.)	Synthesis		
W. 4.4.15	Use available technology for publishing	Synthesis		
W. 4.4.16	Select pieces for a writing portfolio that demonstrates abilities to write in different genres	Synthesis		
W. 5.4.1	Write for a general audience (i.e. newspaper and website, etc.)	Synthesis		
W. 5.4.2	Write to define, clarify, develop ideas, and express creativity	Synthesis		
W. 5.4.3	Record reactions to personal and school related experiences	Synthesis		
W. 5.4.4	Write daily	Synthesis		
W. 5.4.6	Write complex persuasive compositions that have topic sentences, concrete sensory supporting details, a context to allow the reader to imagine the event, and a logical conclusion	Synthesis		
W. 5.4.7	Write free verse and limericks	Synthesis		
W. 5.4.10	Write on demand to a specific prompt within a given time frame	Synthesis		
W. 6.4.1	Use variety of simple, compound, and complex sentences (i.e. completeness and standard word order, etc.)	Application		
W. 6.4.2	Eliminate run-on sentences in writing	Application		
W. 6.4.3	Create sentences with compound subjects, verbs, and objects	Application		
W. 6.4.4	Embed subordinating ideas in sentences (i.e. prepositional structures and infinitives, etc.)	Application		
W. 6.4.5	Employ standard English usage in writing, including subject-verb agreement, parts of speech, and pronoun referents	Application		
W. 6.4.6	Maintain appropriate tense throughout text	Application		
W. 6.4.7	Include prepositional phrases in writing	Application		
W. 6.4.10	Demonstrate use of conventional spelling by spelling most words correctly	Application		

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W. 6.4.11	Use syllable juncture patterns to write multi-syllabic words (i.e. dropping final e, doubling consonants, and open and closed syllables)	Application		
W. 6.4.12	Use knowledge of syllables and affixes to spell words correctly	Application		
W. 6.4.13	Demonstrate accurate use of capital letters	Application		
W. 6.4.14	Capitalize dialogue	Application		
W. 6.4.15	Use apostrophe with plural possessives	Application		
W. 6.4.16	Use quotation marks and commas with dialogue	Application		
W. 6.4.17	Use commas to set off a person's name in a sentence, when appropriate	Application		
W. 6.4.18	Use a comma before a conjunction in a compound sentence	Application		
W. 6.4.19	Use a comma with an introductory dependent clause	Application		
W. 6.4.20	Format writing appropriately according to audience, purpose, and form	Analysis		
W. 6.4.21	Indicate paragraphs using indentation or block style	Knowledge		
W. 7.4.1	Engage the reader by developing a lead and a sense of closure	Synthesis		
W. 7.4.2	Use logical sequence	Comprehension		
W. 7.4.3	Use such descriptive language as specific nouns and action verbs, vivid adjectives and adverbs to add interest to writing	Application		
W. 7.4.5	Use diagrams, charts, or illustrations appropriate to the text	Application		
W. 7.4.6	Use purposeful vocabulary	Application		
W. 7.4.7	Respond to writing of others by giving specific feedback on the clarity, coherence, logical order, elaboration, and support of ideas	Evaluation		
W. 7.4.8	Identify the most effective features of a piece of writing using criteria generated by the teacher or class	Evaluation		
OV. 1.4.2	Adjust oral language and vocabulary to fit an audience, topic, or purpose	Analysis		
OV. 1.4.5	Adapt spoken language, including word choice	Analysis		
OV. 1.4.6	Communicate ideas and information with clarity	Application		

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OV. 1.4.9	Encourage others to participate in discussions (i.e. avoid monopolizing the conversation and raise pertinent questions)	Application		
OV. 1.4.10	Tell and retell stories in a formal storytelling format using descriptive language, story elements, and voice to create interest and mood	Comprehension		
OV. 1.4.11	Participate in a variety of speaking activities, including book talks	Synthesis		
OV. 1.4.12	Ask and answer relevant questions and make contributions in small or large group discussions	Application		
OV. 2.4.1	Demonstrate active listening behaviors (i.e. beginning note taking, listing position, eye contact, etc.	Application		
OV. 2.4.2	Listen to and evaluate information	Evaluation		
OV. 2.4.3	Listen to, understand, organize, and remember directions for doing tasks and assignments	Synthesis		
OV. 2.4.4	Listen and respond to literature, including inferring underlying themes or messages	Comprehension		

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Fourth Quarter (Research/Report Writing Biographies)				
R. 9.4.1	Organize prior knowledge and new information to make meaning of text	Synthesis		
R. 9.4.2	Make connections that demonstrate a deeper understanding of text related to self, text, and/or world	Application		
R. 9.4.3	Form mental pictures reflecting vivid details and personal connections with the text	Application		
R. 9.4.4	Revise mental pictures based on new information from the text	Synthesis		
R. 9.4.5	Generate questions that reflect active engagement in the text	Synthesis		
R. 9.4.6	Use additional resources to support answers to questions formulated before, during, and after reading	Analysis		
R. 9.4.7	Infer the purpose of the text to expand comprehension	Comprehension		
R. 9.4.8	Describe how the author's purpose determines the choice of language and information in the text	Analysis		
R. 10.4.1	Read daily	Knowledge		
R. 10.4.4	Respond to a wide variety of texts by contributing to a reading journal which demonstrates appropriate comprehension skills, including written responses, reading log, interest list, and reading goals	Synthesis		
R. 10.4.5	Self-select materials on independent reading level based on personal interest, knowledge of authors, different types of text, and estimation of text difficulty	Analysis		
R. 10.4.7	Evaluate texts for appropriateness to reading tasks	Evaluation		
R. 10.4.10	Read critically to compare information from two or more sources	Analysis		
R. 11.4.1	Use context clues to determine the precise meaning of new words	Analysis		
R. 11.4.3	Explain words with multiple meanings	Comprehension		
R. 11.4.4	Identify figurative language in reading	Knowledge		
R. 11.4.5	Refine strategies to decode multi-syllabic words	Analysis		
R. 11.4.6	Decode multi-syllabic words using more advanced syllable patterns	Analysis		

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R. 11.4.8	Add content words to sight vocabulary	Knowledge		
R. 11.4.9	Use word-reference materials, including the glossary, dictionary, and thesaurus, to make meaning of unknown words	Knowledge		
R. 11.4.11	Read grade level texts with accuracy of 90% or above	Knowledge		
R. 11.4.12	Read grade level text fluently at approximately 118 word per minute	Knowledge		
R. 11.4.13	Read familiar grade level texts using appropriate rhythm, pace, phrasing, punctuation, and intonation	Knowledge		
R. 11.4.14	Adjust reading rate according to text demands	Application		
W. 4.4.1	Organize writing to convey a central idea	Synthesis		
W. 4.4.2	Focus on one aspect of a topic	Analysis		
W. 4.4.3	Select relevant information from a variety of sources	Comprehension		
W. 4.4.4	Use available technology to collect information for writing	Application		
W. 4.4.5	Develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs into larger units of text	Synthesis		
W. 4.4.6	Create an introduction that hooks the reader	Synthesis		
W. 4.4.7	Write several related paragraphs on the same topic	Synthesis		
W. 4.4.8	Develop strong closure	Synthesis		
W. 4.4.9	Draft information collected during reading and/or research into writing	Synthesis		
W. 4.4.10	Revise writing to utilize elements of style, including word choice and sentence variation	Synthesis		
W. 4.4.11	Revise drafts for coherence, style, content and logical support of ideas based on peer responses and teacher conferences	Synthesis		
W. 4.4.12	Select a revision checklist to independently revise writing	Synthesis		
W. 4.4.13	Edit spelling of appropriate words, usage, punctuation, capitalization, and sentence structure without the aid of a checklist	Synthesis		

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Arkansas Curriculum Framework (SLE)	Learning Goal (Objective)	Assessment/Bloom's	Essential Vocabulary *teacher word (For Future Use)	Materials/Resources (For Future Use)
W. 4.4.14	Polish approximately ten pieces throughout the year (i.e. longer compositions, more descriptive passages, etc.	Synthesis		
W. 4.4.15	Use available technology for publishing	Synthesis		
W. 4.4.16	Select pieces for a writing portfolio that demonstrates abilities to write in different genres	Synthesis		
W. 5.4.1	Write for a general audience (i.e. newspaper and website, etc.)	Synthesis		
W. 5.4.2	Write to define, clarify, develop ideas, and express creativity	Synthesis		
W. 5.4.3	Record reactions to personal and school related experiences	Synthesis		
W. 5.4.4	Write daily	Synthesis		
W. 5.4.5	Write informational text of a least three paragraphs on one topic using three sources of information-Research project	Synthesis		
W. 5.4.6	Write complex descriptive compositions that have topic sentences, concrete sensory supporting details, a context to allow the reader to imagine the event, and a logical conclusion	Synthesis		
W. 5.4.10	Write on demand to a specific prompt within a given time frame	Synthesis		
W. 6.4.1	Use variety of simple, compound, and complex sentences (i.e. completeness and standard word order, etc.)	Application		
W. 6.4.2	Eliminate run-on sentences in writing	Application		
W. 6.4.3	Create sentences with compound subjects, verbs, and objects	Application		
W. 6.4.4	Embed subordinating ideas in sentences (i.e. prepositional structures and infinitives, etc.)	Application		
W. 6.4.5	Employ standard English usage in writing, including subject-verb agreement, parts of speech, and pronoun referents	Application		
W. 6.4.6	Maintain appropriate tense throughout text	Application		
W. 6.4.7	Include prepositional phrases in writing	Application		
W. 6.4.10	Demonstrate use of conventional spelling by spelling most words correctly	Application		

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Arkansas Curriculum Framework (SLE)	Learning Goal (Objective)	Assessment/Bloom's	Essential Vocabulary *teacher word (For Future Use)	Materials/Resources (For Future Use)
W. 6.4.11	Use syllable juncture patterns to write multi-syllabic words (i.e. dropping final e, doubling consonants, and open and closed syllables)	Application		
W. 6.4.13	Demonstrate accurate use of capital letters	Application		
W. 6.4.14	Capitalize dialogue	Application		
W. 6.4.16	Use quotation marks and commas with dialogue	Application		
W. 6.4.18	Use a comma before a conjunction in a compound sentence	Application		
W. 6.4.20	Format writing appropriately according to audience, purpose, and form	Analysis		
W. 6.4.21	Indicate paragraphs using indentation or block style	Knowledge		
W. 7.4.1	Engage the reader by developing a lead and sense of closure	Synthesis		
W. 7.4.2	Use logical sequence	Comprehension		
W. 7.4.3	Use such descriptive language as specific nouns, action verbs, vivid adjectives, and adverbs to add interest to writing	Application		
W. 7.4.4	Describe characters and setting	Knowledge		
W. 7.4.5	Use diagrams, charts, or illustrations appropriate to the text	Application		
W. 7.4.6	Use purposeful vocabulary	Application		
W. 7.4.7	Respond to writing of others by giving specific feedback on the clarity, coherence, logical order, elaboration, and support of ideas	Evaluation		
W. 7.4.8	Identify the most effective features of a piece of writing using criteria generated by the teacher or class	Evaluation		
OV. 1.4.2	Adjust oral language and vocabulary to fit an audience, topic, or purpose	Analysis		
OV. 1.4.3	Focus on audience (i.e. appearance and facial expression)	Application		
OV. 1.4.5	Adapt spoken language, including word choice	Analysis		
OV. 1.4.6	Communicate ideas and information with clarity	Application		
OV 1.4.8	Participate in formal and informal discussions about a variety of topics, including state and/or national events	Application		

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Arkansas Curriculum Framework (SLE)	Learning Goal (Objective)	Assessment/Bloom's	Essential Vocabulary *teacher word (For Future Use)	Materials/Resources (For Future Use)
OV. 1.4.10	Tell and retell stories in a formal storytelling format using descriptive language, story elements, and voice to create interest and mood	Comprehension		
OV. 1.4.11	Participate in a variety of speaking activities, including book talks	Synthesis		
OV. 1.4.12	Ask and answer relevant questions and make contributions in small or large group discussions	Application		
OV. 1.4.13	Utilize established goals to improve speaking performance	Application		
OV. 2.4.1	Demonstrate active listening behaviors (i.e. beginning note taking, listing position, eye contact, etc.)	Application		
OV. 2.4.2	Listen to and evaluate information	Evaluation		
OV. 2.4.3	Listen to, understand, organize, and remember directions for doing tasks and assignments	Synthesis		
OV. 2.4.4	Listen and respond to literature, including inferring underlying themes or messages	Comprehension		
OV. 2.4.5	Identify/Infer the purpose, content, organization, and delivery of verbal communication and nonverbal cues	Comprehension		
OV. 2.4.6	Evaluate a performance on the basis of a predetermined criteria/rubric developed by the class	Evaluation		
OV. 3.4.1	Distinguish the purpose of various types of media presentations, including persuasive presentations	Analysis		
OV. 3.4.2	Respond to media in a variety of ways (i.e., art, writing, discussion, and drama)	Application		
OV. 3.4.3	Compare and contrast the influence of media presentations on daily life	Analysis		
OV. 3.4.4	Interpret the role of advertising as part of media	Evaluation		
IR. 12.4.1	Formulate questions about a specific topic	Synthesis		
IR. 12.4.6	Make generalizations and draw conclusions based on the research of the topic	Synthesis		