

**English Standards of Learning for Virginia Public Schools - January 2010- Grade 4**

In fourth grade, reading and writing skills support an increased emphasis on content-area learning and utilization of a variety of resources to locate and read primary sources of information. A significant percentage of reading material will relate to the study of mathematics, science, and history and social science. The student will use text organizers, summarize information, formulate questions, and draw conclusions to demonstrate reading comprehension. The student will also read classic and contemporary literature selections by a variety of authors. The student will continue to increase communication skills in large- and small-group settings. The introduction of media messages will begin in fourth grade and continue in fifth grade. Additionally, the student will plan, draft, revise, and edit narratives and explanations. The student will routinely use word references while writing. The student will demonstrate comprehension of information resources to research a topic and understand the difference between plagiarism and using his/her own words.

**Pacing Guide Key****SOL Acquisition**

- \* 1<sup>st</sup> 9-weeks
- \*\* 2<sup>nd</sup> 9-weeks
- \*\*\* 3<sup>rd</sup> 9-weeks
- \*\*\*\* 4<sup>th</sup> 9-weeks

**Elementary English Pacing Guides for Henrico County Public Schools**  
**First Semester, 1<sup>st</sup> 9 weeks**  
**Communication: Speaking, Listening, Media Literacy**

**Grade 4**

**4.1 The student will use effective oral communication skills in a variety of settings.**

- a) Present accurate directions to individuals and small groups.
- b) Contribute to group discussions across content areas. \*\*\*\*
- c) Seek ideas and opinions of others. \*\*\*\*
- d) Use evidence to support opinions. \*\*\*\*
- e) Use grammatically correct language and specific vocabulary to communicate ideas. \*\*\*\*
- f) Communicate new ideas to others. \*\*\*\*
- g) Demonstrate the ability to collaborate with diverse teams. \*\*\*\*
- h) Demonstrate the ability to work independently. \*\*

**4.2 The student will make and listen to oral presentations and reports.**

- a) Use subject-related information and vocabulary. \*\*\*\*
- b) Listen to and record information. \*\*\*\*
- c) Organize information for clarity. \*\*\*\*
- d) Use language and style appropriate to the audience, topic, and purpose. \*\*\*\*

**Reading**

**4.4 The student will expand vocabulary when reading.**

- a) Use context to clarify meanings of unfamiliar words. \*
- b) Use knowledge of synonyms, antonyms, and homophones. \*
- d) Develop vocabulary by listening to and reading a variety of texts. \*\*\*\*
- e) Use vocabulary from other content areas. \*\*\*\*

**4.5 The student will read and demonstrate comprehension of fictional texts and narrative nonfiction texts, and poetry.**

- a) Explain the author's purpose. \*\*
- c) Identify the main idea. \*\*
- d) Summarize supporting details. \*
- e) Identify the problem and solution. \*
- f) Describe the relationship between text and previously read materials. \*\*\*\*
- h) Draw conclusions/make inferences about text. \*\*
- i) Make, confirm, or revise predictions. \*
- k) Use reading strategies throughout the reading process to monitor comprehension. \*\*\*\*
- l) Read with fluency and accuracy. \*\*\*\*

**4.6 The student will read and demonstrate comprehension of nonfiction texts.**

- a) Use text structures, such as type, headings, and graphics, to predict and categorize information in both print and digital texts. \*
- b) Formulate questions that might be answered in the selection. \*\*
- c) Explain the author's purpose. \*\*
- d) Identify the main idea. \*\*

- e) Summarize supporting details. \*
- f) Draw conclusions and make simple inferences using textual information as support. \*\*
- i) Use prior knowledge and build additional background knowledge as context for new learning. \*\*\*\*
- j) Identify new information gained from reading. \*\*\*\*
- k) Use reading strategies throughout the reading process to monitor comprehension. \*\*\*\*
- l) Read with fluency and accuracy. \*\*\*\*

**Writing**

**4.7 The student will write cohesively for a variety of purposes.**

**(Informational/explanatory and narrative)**

- a) Identify intended audience. \*
- b) Focus on one aspect of a topic. \*
- c) Use a variety of pre-writing strategies. \*
- d) Organize writing to convey a central idea. \*
- e) Recognize different modes of writing have different patterns of organization. \*
- f) Write a clear topic sentence focusing on the main idea. \*
- g) Write two or more related paragraphs on the same topic. \*\*
- i) Utilize elements of style, including word choice and sentence variation. \*\*\*\*
- j) Revise writing for clarity of content using specific vocabulary and information. \*\*\*\*
- k) Include supporting details that elaborate the main idea. \*\*

**4.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.**

- a) Use subject-verb agreement. \*\*
- c) Eliminate double negatives. \*
- d) Use noun-pronoun agreement. \*
- f) Incorporate adjectives and adverbs. \*\*
- g) Use correct spelling for frequently used words \*\*\*, including common homophones. \*\*
- h) Use singular possessives. \*

**Research**

**4.9 The student will demonstrate comprehension of information resources to research a topic.**

- a) Construct questions about a topic. \*\*\*\*
- b) Collect information from multiple resources including online, print, and media. \*\*\*\*
- c) Use technology as a tool to organize, evaluate, and communicate information. \*\*\*\*
- d) Give credit to sources used in research. \*\*\*\*
- e) Understand the difference between plagiarism and using own words. \*\*\*\*

**Communication: Speaking, Listening, Media Literacy**

**4.1 The student will use effective oral communication skills in a variety of settings.**

- a) Present accurate directions to individuals and small groups.
- b) Contribute to group discussions across content areas. \*\*\*\*
- c) Seek ideas and opinions of others. \*\*\*\*
- d) Use evidence to support opinions. \*\*\*\*
- e) Use grammatically correct language and specific vocabulary to communicate ideas. \*\*\*\*
- f) Communicate new ideas to others. \*\*\*\*
- g) Demonstrate the ability to collaborate with diverse teams. \*\*\*\*
- h) Demonstrate the ability to work independently. \*\*

**4.2 The student will make and listen to oral presentations and reports. \*\*\*\***

- a) Use subject-related information and vocabulary.
- b) Listen to and record information.
- c) Organize information for clarity.
- d) Use language and style appropriate to the audience, topic, and purpose.

**Reading**

**4.4 The student will expand vocabulary when reading.**

Continue to reinforce standards from prior marking periods.

- b) Use knowledge of roots and affixes. \*\*\*\*
- c) Use word-reference materials, including the glossary, dictionary, and thesaurus. \*\*
- d) Develop vocabulary by listening to and reading a variety of texts. \*\*\*\*
- e) Use vocabulary from other content areas. \*\*\*\*

**4.5 The student will read and demonstrate comprehension of fictional texts, and narrative nonfiction texts, and poetry.**

Continue to reinforce standards from prior marking periods.

- a) Explain the author's purpose. \*\*
- b) Describe how the choice of language, setting, characters, and information contributes to the author's purpose. \*\*\*
- c) Identify the main idea. \*\*
- f) Describe the relationship between text and previously read materials. \*\*\*\*
- g) Identify sensory words. \*\*\*\*
- h) Draw conclusions/make inferences about text. \*\*
- k) Use reading strategies throughout the reading process to monitor comprehension. \*\*\*\*
- l) Read with fluency and accuracy. \*\*\*\*

**4.6 The student will read and demonstrate comprehension of nonfiction texts.**

Continue to reinforce standards from prior marking periods.

- b) Formulate questions that might be answered in the selection. \*\*
- c) Explain the author's purpose. \*\*
- d) Identify the main idea. \*\*
- f) Draw conclusions and make simple inferences using textual information as support. \*\*
- h) Distinguish between fact and opinion. \*\*
- i) Use prior knowledge and build additional background knowledge as context for new learning. \*\*\*\*
- j) Identify new information gained from reading. \*\*\*\*
- k) Use reading strategies throughout the reading process to monitor comprehension. \*\*\*\*
- l) Read with fluency and accuracy. \*\*\*\*

**Writing**

**4.7 The student will write cohesively for a variety of purposes.**

*(Informational/explanatory and narrative)*

Continue to reinforce standards from prior marking periods.

- g) Write two or more related paragraphs on the same topic. \*\*
- h) Use transition words for sentence variety. \*\*\*
- i) Utilize elements of style, including word choice and sentence variation. \*\*\*\*
- j) Revise writing for clarity of content using specific vocabulary and information. \*\*\*\*
- k) Include supporting details that elaborate the main idea. \*\*

**4.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.**

Continue to reinforce standards from prior marking periods.

- a) Use subject-verb agreement. \*\*
- e) Use commas in series, dates, and addresses. \*\*
- f) Incorporate adjectives and adverbs. \*\*
- g) Use correct spelling for frequently used words \*\*\*, including common homophones. \*\*

**Research**

**4.9 The student will demonstrate comprehension of information resources to research a topic.**

- a) Construct questions about a topic. \*\*\*\*
- b) Collect information from multiple resources including online, print, and media. \*\*\*\*
- c) Use technology as a tool to organize, evaluate, and communicate information. \*\*\*\*
- d) Give credit to sources used in research. \*\*\*\*
- e) Understand the difference between plagiarism and using own words. \*\*\*\*

Second semester, 3<sup>rd</sup> 9 weeks

## Communication: Speaking, Listening, Media Literacy

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- c) Seek ideas and opinions of others. \*\*\*\*
- d) Use evidence to support opinions. \*\*\*\*
- e) Use grammatically correct language and specific vocabulary to communicate ideas. \*\*\*\*
- f) Communicate new ideas to others. \*\*\*\*
- g) Demonstrate the ability to collaborate with diverse teams. \*\*\*\*

**4.2 The student will make and listen to oral presentations and reports. \*\*\*\***

- a) Use subject-related information and vocabulary. \*\*\*\*
- b) Listen to and record information. \*\*\*\*
- c) Organize information for clarity. \*\*\*\*
- d) Use language and style appropriate to the audience, topic, and purpose. \*\*\*\*

## Reading

**4.4 The student will expand vocabulary when reading.**

Continue to reinforce standards from prior marking periods.

- b) Use knowledge of roots and affixes. \*\*\*\*
- d) Develop vocabulary by listening to and reading a variety of texts. \*\*\*\*
- e) Use vocabulary from other content areas. \*\*\*\*

**4.5 The student will read and demonstrate comprehension of fictional texts, and narrative nonfiction texts, and poetry.**

Continue to reinforce standards from prior marking periods.

- b) Describe how the choice of language, setting, characters, and information contributes to the author's purpose. \*\*\*
- f) Describe the relationship between text and previously read materials. \*\*\*\*
- g) Identify sensory words. \*\*\*\*
- j) Identify cause and effect relationships. \*\*\*\*
- k) Use reading strategies throughout the reading process to monitor comprehension. \*\*\*\*
- l) Read with fluency and accuracy. \*\*\*\*

**4.6 The student will read and demonstrate comprehension of nonfiction texts.**

Continue to reinforce standards from prior marking periods.

- g) Distinguish between cause and effect. \*\*\*\*
- i) Use prior knowledge and build additional background knowledge as context for new learning. \*\*\*\*
- j) Identify new information gained from reading. \*\*\*\*
- k) Use reading strategies throughout the reading process to monitor comprehension. \*\*\*\*
- l) Read with fluency and accuracy. \*\*\*\*

## Writing

**4.7 The student will write cohesively for a variety of purposes.**

*(Informational/explanatory and narrative)*

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- g) Write two or more related paragraphs on the same topic. \*\*\*
- h) Use transition words for sentence variety. \*\*\*\*
- i) Utilize elements of style, including word choice and sentence variation. \*\*\*\*
- j) Revise writing for clarity of content using specific vocabulary and information. \*\*\*\*

**4.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.**

Continue to reinforce standards from prior marking periods.

- b) Include prepositional phrases. \*\*\*\*
- g) Use correct spelling for frequently used words \*\*\*

## Research

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- b) Collect information from multiple resources including online, print, and media.
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#### 4.3 The student will learn how media messages are constructed and for what purposes.

- a) Differentiate between auditory, visual, and written media messages. \*\*\*\*
- b) Identify the characteristics of various media messages. \*\*\*\*

### Reading

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