ENGLISH/LANGU AGE ARTS
CURRICU LUM GUIDE

GRADE FOUR

LOUDOUN COUNTY PUBLIC SCHOOLS
2008-2009

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This document, based on the Virginia Department of Education's English <u>Standards of Learning Curriculum Framework</u> (2003) provides extensions and additions to form the Loudoun County English Curriculum

PHILOSOPHY

Loudoun County belie ves that al l children must develop l ifelong independe nt speaking, listening, viewing, readin g, and wr iting skills. Loudoun County's Engl ish/Langu age Arts curr iculum prepares stude nts to achieve competent oral an d written commu nication in the classroom and co mmunity. Stude nts bec ome active and invo lved listeners and develop a fu ll comman d of oral and wr itten Eng lish language . Each elementary grade level's curri culum is org anized into three re lated strands: Ora l Language, Rea ding, and Writ ing. The strands ref lect a balanced instructional prog ram. The curr iculum enables stude nts to develop li felong commu nication ski lls.

OVERVIEW

This Eng lish/Lan guage Arts Curr iculum Guide identif ies Standards of Learn ing for Loudo un County stude nts at each grade le vel. The Standards of Learning in th is guide combine local with state objectives.

Each strand begins with a Focus Statement followed by the stan   dards for that strand. Following each standard is a table w ith three sect ions. The first column, "Understanding the Standar d," provides teacher notes that clar ify the intent of the standard. The second column, "Essential Understandings," lists objecti ves tha t all students s hould achieve . The th ird column, "Essential Knowledge S kills and Processes," identif ies the necessary be haviors and ski lls that students s hould demo nstrate to be s uccessful with each standard.

LCPS extensions to the VA SOLs are included in bold, italic print in the appropriate co lumn.

Spelling, Technology, and Research objectives are   incorporated into the three standards at each leve   l. The Eng lish objectives for Loudou n County should be integrated into other conte nt areas so that reading , writing, speak ing, listening, and use of techn ology occur daily in all classrooms. Please re fer to the LCPS Acceptable   Use Pol icy (A UP) when uti lizing Internet resources.

INTERNET SAFETY

The V irginia Department of Education (VDOE) has dir   ected school districts to develop Internet safet y guidel ines and procedures for stu dents. Currently, VDOE Computer/Technology Standard   s 9-12.3, 4, 5 spec ify technology use behaviors stud ents m ust practice. These standards have been integrated into the Engl ish/Language Arts Information L iteracy Framework.   The safety an d security of our stude nts is our responsibility. As you establish and develop the learning community in your classroom, integrate lessons about internet safety that address personal safety on the Internet, accessing information on the Internet, and activ   ities on the Internet. Please be sure to   incorporate the following *Guideli nes and Res ources f or Internet Safe ty in Schools* established by the Virg inia Depart ment of Education into y our instruction.

Personal safety on the Internet.
- Students must understand that people are not always who they say they are. They should never give out personal information without an adult's permission, especially if it conveys where they can be found at a particular time. They should understand that predators are always present on the Internet.
- Students should recognize the various forms of *cyberbullying* and know what steps to take if confronted with that behavior.

Information on the Internet.
- Students and their families should discuss how to identify acceptable sites to visit and what to do if an inappropriate site is accessed.
- Students should be informed about various Web advertising techniques and realize that not all sites provide truthful information.

Activities on the Internet.
- Students and their families should discuss acceptable *social networking* and communication methods and appropriate steps to take when encountering a problem.
- Students should know the potential dangers of e-mailing, gaming, downloading files, and *peer-to-peer computing* (e.g., viruses, legal issues, harassment, sexual predators, identity theft).

VDOE's *Guidelines and Resources for Internet Safety in Schools* (2007)

Lessons on internet safety can be integrated into the oral language, reading, writing, and research strands. Below are examples of how internet safety lessons can be integrated into existing standards. These examples are from *Integrating Internet Safety into the Curriculum* (2007) developed by the VDOE Office of Educational Technology.

Standards	Integration
2.3, 3.1, 4.1, 5.1, 5.2, 5.3	In exploring oral language issues with students, teachers may also use Internet (and other electronic) communications as examples and methods to learn certain skills. Students increasingly practice nonfiction reading and writing skills as they gain more experience in English. These same skills will work with the Internet as a source of information or as a publishing venue.
K.12, 3.7	If students are using online interactives or other resources for practicing skills, address the general safety issues of personal safety, accessing information on the Internet, and activities on the Internet. The example below uses safe-searching techniques with young children as part of a lesson on beginning sounds. *Surfing the Web for ABCs* *http://www.siec.k12.in.us/~west/proj/abc/abcless.htm*

1.12, 2.1 1, 3.10, 4.7, 5.8	If students are using online tools for w ritten commu nications, address the general safety issues of personal safety, accessing information on the Intern et, and activ ities on the Internet.
2.3, 5.8	When helping students learn how to use oral langua ge or how to write to inform, persuade, and entertain, point out how the se techniques are often use d on Web sites.
3.6, 4.5	Stude nts can ap ply nonfiction rea ding s kills to information on Web sites, especia lly when identify ing the author's purpo se or distinguishing between fact and opinion.
3.7, 4.3	When st udents u se online tools as refe rence resources, address the general safety issues of personal safety, accessing information on the Internet, and activ ities on the Internet.
4.6, 5.6, 5.7	When st udents research on t he Internet, they need t o be reminded ab out how to evaluate Web sites for authenticity and rel iability. *A SMART Exercise KS2* This lesson idea below can be incorporated when teaching about language structure or the use of codes in history.*http://www.kidsmar t.org.uk/downloads/lesso nplans /lessonplan_comm. pdf*

Additional ideas and guide lines for internet safety can be foun d at the VDOE website :
http://www.doe.vir ginia.gov/VDOE/ Technology/OET/ internet -safety-guide lines.shtml . In addition, Netsmartz.org, sponsored by the National Center for M issing and Ex ploited Chi ldren, has many resources an d activities at e very grade level that can be used in instruction about internet safety.

At the fourth-grade le vel, students wi ll apply oral commu nication skills to partic ipate in discussions abou t learning and take part in collaborativ e learning projects. In order to be contributing part icipants in discussions, stude nts must apply the ski lls involved in ef fectively communicating ideas and opinions, including sk ills such as act ively listening to others and con structive ly agree ing or disa greeing with them. While us ing grammatica lly correct language and specif ic vocabulary, students wil l learn how to present information succinctly and confidently in ora l presentations.

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.**
- **c) Seek ideas and opinions of others.**
- **d) Use evidence to support opinions.**
- **e) Use grammatically correct language and specific vocabulary to communicate ideas.**

UNDERSTANDING THE STANDARD	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
- The intent of this standard is that students will continue to develop the skills needed to communicate in group settings. - Students will strengthen their communication skills by contributing to group discussions, seeking the ideas and opinions of others, and beginning to use evidence to support their own personal opinions. - Students will also refine the skill of conveying accurate directions to individuals or small groups in such a way that others can follow the directions. Emphasis will be on directions for doing things that have a natural sequence or organization.	**All students should** - participate effectively in discussions by - asking clarifying questions - providing explanations when necessary - reflecting on the ideas and opinions of others - supporting opinions with examples and details	**To be successful with this standard, students are expected to** - give accurate directions by - identifying the information needed by the listener. - organizing and sequencing the information in a logical way. - explaining or defining any terms that might be unfamiliar to the listener. - articulating the information in a clear, organized manner. - making connections to previous common knowledge of a group of listeners. - participate in group discussions by - offering comments that are relevant to the topic of discussion. - distinguishing fact from opinion. - supporting opinions with appropriate examples and details. - avoiding hindering the progress of the discussion (learning not to interrupt). - taking turns speaking during a discussion. - asking appropriate questions to solicit knowledge and opinions of others. - maintaining appropriate eye contact and attentive body language while listening. - respecting the comments of others, especially if the comments express opinions that are different from one's own. - use grammatically correct language by - utilizing specific vocabulary to enhance oral communication.

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.

UNDERSTANDING THE STANDARD	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES

• The intent of this standard is that students will make formal oral presentations.
 	
• Students will organize information to make class presentations and reports.
 	
• Students will listen and take notes from other students' presentations.
 	
• *Students will be read to daily by an adult.*
	All students should
	
	• apply basic patterns of organization when preparing an oral presentation.
	
	• develop the skills for active listening.
		To be successful with this standard, students are expected to
		
		• make oral presentations and reports by
		   o organizing information around a central idea with supporting details and using specific vocabulary.
		   o creating a simple visual, such as a poster or technology-tool presentation, that helps listeners follow the presentation.
		   o speaking clearly, using appropriate voice level and rate.
		
		• use active listening skills by
		   o looking at the speaker.
		   o thinking about the main points the speaker is making.
		   o taking notes.

At the fourth-grade level, students will build on their reading and reading-comprehension skills. They will continue to develop fluency as they use strategies such as word analysis, use of context clues, and the making of inferences to gain meaning from text. Students will use reading strategies before, during, and after reading to develop and demonstrate comprehension. The use of graphic organizers will facilitate students' understanding of text organization and will help them summarize and draw conclusions from fiction and nonfiction text. Students will read widely from content-area texts and nonfiction trade books. They will also collect information from a variety of resources in order to acquire additional knowledge about a topic. They will construct questions about their topic, gather information, and synthesize the information for use in their oral presentations and writings.

LCPS EXTENSIONS

Spelling Instruction

The LCPS Spelling Program takes a word study approach to spelling as one part of literacy development. Teachers provide students with hands-on activities that imitate fundamental thinking processes, opportunities to compare and contrast categories of words and word features, and opportunities to discover similarities and differences among words and word patterns. Word Study, as implemented in the 4th grade classroom, should exhibit these characteristics:

- Teachers instruct where students use but confuse words.
- Teachers work with developmentally appropriate (and flexible) groups.
- Teachers build a strong foundation, mixing known features with unknown features.
- Teachers compare words that "do" with words that "don't." Teachers should help students see contrasts in word sounds and patterns.
- Teachers introduce exceptions.
- Teachers sort by sound and sight. Teachers should use picture cards as well as letter cards, as developmentally appropriate.
- Teachers begin with obvious contrasts first.
- Teachers help students work toward automaticity.
- Teachers use words and meaningful text that students can read.
- Teachers allow students to discover rules and make generalizations about rules as they sort.

Refer to the LCPS Spelling Framework for an introduction to the program and to resources such as *Words Their Way* (Bear et al., 2004), *Word Journeys* (Ganske, 2000), and *Word Matters* (Pinnell and Fountas, 1998) for more details.

4.3   **The student will read fiction and nonfiction with fluency and accuracy.**
   a) **Use context to clarify meanings of unfamiliar words.**
   b) **Explain words with multiple meanings.**
   c) **Use knowledge of word origins; synonyms, antonyms, and homonyms; and multiple meaning words.**
   d) **Use word-reference materials, including the glossary, dictionary, and thesaurus.**

UNDERSTANDING THE STANDARD	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
- The intent of this standard is that students will continue to build vocabulary by applying their knowledge of word structure and context clues to determine the meanings of unfamiliar words. - Students should read about 120 words per minute in grade level materials. - Students will use word reference materials to learn new words. *The teacher will determine appropriate text level by taking a running record and considering:* *comprehension* *self-correction* *fluency and word accuracy* *The teacher will administer an appropriate developmental assessment to determine spelling patterns to be studied by the student.*	**All students should** - use the content and structure of a sentence, paragraph, or reading selection to help determine the meaning of an unfamiliar word. - use a variety of strategies and word recognition skills to read fluently. - know the type of information found in word reference materials such as a glossary, dictionary, and thesaurus.	**To be successful with this standard, students are expected to** - use context to clarify the meaning of unfamiliar words. - use their knowledge of synonyms (words with like meanings) and antonyms (words with opposite meanings) to understand the meanings of unfamiliar words. - derive word meaning by using their knowledge of homonyms/homophones (words that are pronounced the same but are spelled differently and have different meanings), such as *read/red, no/know, hear/here*. - use clues in the context of a sentence, paragraph, or reading selection to predict and explain the meanings of words that have more than one meaning (multiple meanings of words). - use context to select the applicable definition of a multiple-meaning word from a glossary or dictionary. - use knowledge of word origins. - identify the word reference material(s) most likely to contain needed information. - read familiar text with fluency, accuracy, and expression. *apply knowledge of how words are built commensurate with current reading level.*

4.4   **The student will read and demonstrate comprehension of fiction.**
- a) **Explain the author's purpose.**
- b) **Describe how the choice of language, setting, and information contributes to the author's purpose.**
- c) **Compare the use of fact and fantasy in historical fiction with other forms of literature.**
- d) **Identify major events and supporting details.**
- e) **Describe the relationship between text and previously read materials.**
- f) **Identify sensory words.**

UNDERSTANDING THE STANDARD	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will continue to read and comprehend fiction. • Students will learn to identify and explain the specific elements of literature for the different forms of narrative text—realistic fiction, historical fiction, and fantasy. • Students will learn how to identify major events and supporting details. • Students will learn how authors craft their purpose and message by the choice of language, setting, and specific information. • Students will identify sensory words and describe the effect those particular words have on the reader.	**All students should** • develop a variety of comprehension strategies. • understand that there are different forms of fiction (realistic, historical, and fantasy).	**To be successful with this standard, students are expected to** • explain why the author wrote the piece (identify purpose), e.g., to entertain, inform or persuade. • find words or sentences that help identify the author's purpose. • find setting details and other information that help identify the author's purpose. • know that fictional stories, such as fantasy, describe imaginary characters and events. • understand that historical fiction is a story based on facts. • identify the facts contained in a piece of historical fiction. • compare the use of fact and fantasy in historical fiction with the use of fact and fantasy in other forms of literature. • identify major events and supporting details. • *identify problem and resolution.* • *identify cause and effect relationships.* CONTINUED

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   d) **Identify major events and supporting details.**
   e) **Describe the relationship between text and previously read materials.**
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UNDERSTANDING THE STANDARD	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		CONTINUED FROM PREVIOUS PAGE **To be successful with this standard, students are expected to** • *distinguish between fact and opinion.* • *summarize major points in a selection.* • *paraphrase content of text.* • discuss the similarities and differences between text and previously read materials. • identify sensory words that describe sights, sounds, smells, and tastes, and describe how they make the reader feel. • know that narrative poetry tells a story through verse.

4.5   The student will read and demonstrate comprehension of fiction.
   a) Use text organizers, such as type, headings, and graphics, to predict and categorize information.
   b) Formulate questions that might be answered in the selection.
   c) Explain the author's purpose.
   d) Make simple inferences, using information from texts.
   e) Draw conclusions, using information from texts.
   f) Summarize content of selection, identifying important ideas and providing details for each important idea.
   g) Describe relationship between content and previously learned concepts or skills.
   h) Distinguish between cause and effect and between fact and opinion.
   i) Identify new information gained from reading.

UNDERSTANDING THE STANDARD	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will read and demonstrate comprehension of nonfiction print materials and trade books across the curriculum, including age-appropriate materials that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics, in order to build vocabulary and content knowledge.	**All students should** • summarize key details of informational texts, connecting new information to prior knowledge.	**To be successful with this standard, students are expected to** • read nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics.
• Students will demonstrate comprehension of a selection by using before-, during-, and after-reading strategies.	• identify and use text features, such as headings, paragraphs, and format, to preview a text and make predictions in order to comprehend.	• apply prior knowledge to make predictions and to describe the relationship between content and previously learned concepts.
• Before reading, students will be able to use text features to predict and categorize information.	• actively ask questions, visualize, make connections, and predict as they read.	• generate questions to guide reading of text through reading strategies, such as KWL (Ogle), *QAR (Raphael)*, or DRTA (Stauffer).
• During reading, students will formulate questions and make inferences, using given information.		• use text set in special type styles (e.g., boldfaced, italics) and color, captions under pictures and graphics, and headings of sections and chapters, to predict and categorize information.
• After reading, students will summarize content by identifying important ideas and providing details.		• identify the important information and provide supporting details for each important idea in a selection in order to summarize the text by using tools such as graphic organizers, outlining, and notes.
• Students will make connections between what they read in the selection and their prior knowledge.		CONTINUED

4.5   The student will read and demonstrate comprehension of fiction.

 a) Use text organizers, such as type, headings, and graphics, to predict and   categorize information.

 b) Formulate questions that might be answered in the selection.

 c) Explain the author 's purpose.

 d) Make simple inferences, using information from texts.

 e) Draw conclusions, using information from texts.

 f) Summarize content of selection, identifying important ideas and providing details for each   important idea.

 g) Describe relationship between content   and previously learned concepts or skills.

 h) Distinguish between cause and effect   and between fact and opinion.

 i) Identify new information gained from reading.

UNDERSTANDING THE STANDARD	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		CONTINUED FROM PREVIOUS PAGE **To be successful with this standard, students are expected to** • write responses that go beyond literal restatements in order to make connections to their own lives and to other selections. • understand that nonfiction material, such as biographies and informational text, tells about real people, places, objects, and/or events. • understand how written text and accompanying illustrations connect to convey meaning. • explain why the author wrote the piece. • combine information from various places in the text to draw a conclusion. • distinguish between fact and opinion. • identify new information learned from reading. CONTINUED

4.5   **The student will read and demonstrate comprehension of fiction.**
   a) Use text organizers, such as type, headings, and graphics, to predict and categorize information.
   b) Formulate questions that might be answered in the selection.
   c) Explain the author's purpose.
   d) Make simple inferences, using information from texts.
   e) Draw conclusions, using information from texts.
   f) Summarize content of selection, identifying important ideas and providing details for each important idea.
   g) Describe relationship between content and previously learned concepts or skills.
   h) Distinguish between cause and effect and between fact and opinion.
   i) Identify new information gained from reading.

UNDERSTANDING THE STANDARD	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		CONTINUED FROM PREVIOUS PAGE **To be successful with this standard, students are expected to** • make simple inferences using information from the text. • paraphrase content of text. • *highlight or underline key words or phrases.*

4.6   The student will demonstrate comprehension of information resources to research a topic.
- **a) Construct questions about a topic.**
- **b) Collect information, using the resources of the media center, including online, print, and media resources.**
- **c) Evaluate and synthesize information.**

UNDERSTANDING THE STANDARD	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will use resources to locate information on a topic. • After collecting needed information, students will learn to evaluate and synthesize the information to use in their oral reports or writings.	**All students should** • formulate initial questions about a topic and seek information by identifying, locating, exploring, and effectively using a variety of resources. • recognize, organize, and record information pertinent to the topic and blend ideas accurately.	**To be successful with this standard, students are expected to** • formulate research questions based on a topic. • select and use appropriate references, such as dictionaries, atlases, almanacs, encyclopedias, and thesauruses, including online, print, and media resources. • select information that is related to their topic. • evaluate and combine (synthesize) related information from two or more sources. • identify key terms to use in searching for information. • skim to find information related to a topic. • *paraphrase and summarize content of text.*

At the fourth-grade level, students will develop and build their writing skills by writing effective narratives, poems, and explanations. They will use the writing skills of selecting and narrowing a topic, developing a plan for writing, and organizing information into several paragraphs with a central idea and supporting details. The instructional focus will include an emphasis on written expression. Revising and editing for correct formation, grammar, capitalization, punctuation, and spelling will continue to be important skills at this grade level. Students will also use available technology to write their narratives and explanations.

4.7   **The student will write effective narratives, poems, and explanations.**

       a) **Focus on one aspect of a topic.**
       b) **Develop a plan for writing.**
       c) **Organize writing to convey a central idea.**
       d) **Write several related paragraphs on the same topic.**
       e) **Utilize elements of style, including word choice and sentence variation.**
       f) **Write rhymed, unrhymed, and patterned poetry.**
       g) **Use available technology.**

UNDERSTANDING THE STANDARD	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES

• The intent of this standard is that students will apply their knowledge of a writing process and the domains of writing to write effective narratives and explanations.
 	
• As students develop their understanding of poetry and its features, they will become more able to create and write rhymed, unrhymed, and patterned poetry.
 	
• The three domains of writing are
   o **composing**—the structuring and elaborating a writer does to construct an effective message for readers;
   o **written expression**—those features that show the writer purposefully shaping and controlling language to affect readers;
   o **usage/mechanics**—the features that cause written language to be acceptable and effective for standard discourse.
 	
• *Types of writing may include*
   o *descriptive*
   o *narrative*
   o *expository*
   o *persuasive*
   o *letters*
   o *poetry*
	All students should
	
	• demonstrate the capacity to generate, focus, and organize ideas for writing.
	
	• revise the language, organization, and content of a piece of writing for a specific purpose.
	
	• *maintain consistent slant, letter formation, and legibility when writing in cursive.*
		To be successful with this standard, students are expected to
		
		• apply knowledge of the writing domains of composing, written expression, and usage/mechanics.
		
		• create a plan and organize thoughts to convey a central idea before writing.
		
		• focus, organize, and elaborate to construct an effective message for the reader.
		
		• purposefully shape and control language to affect readers.
		
		• select specific information to guide readers more purposefully through the piece.
		
		• use specific vocabulary and vivid word choice.
		
		• include sentences of various lengths and beginnings to create a pleasant, informal rhythm.
		
		• write several related paragraphs on a topic.
		
		CONTINUED

4.7   **The student will write effective narratives, poems, and explanations.**
   a) **Focus on one aspect of a topic.**
   b) **Develop a plan for writing.**
   c) **Organize writing to convey a central idea.**
   d) **Write several related paragraphs on the same topic.**
   e) **Utilize elements of style, including word choice and sentence variation.**
   f) **Write rhymed, unrhymed, and patterned poetry.**
   g) **Use available technology.**

UNDERSTANDING THE STANDARD	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		CONTINUED FROM PREVIOUS PAGE **To be successful with this standard, students are expected to** • know that unrhymed poetry has lines ending with words that do not rhyme. • write rhymed, unrhymed, and patterned poetry, such as a cinquain, limerick, and haiku. • *begin to use note taking techniques.* • use available technology to gather information and to aid in writing. Please refer to the LCPS Acceptable Use Policy (AUP) when utilizing Internet resources.

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

a)	**Use subject-verb agreement.**	b)	**Include prepositional phrases.**
c)	**Eliminate double negatives.**	d)	**Use noun-pronoun agreement.**
e)	**Use commas in series, dates, and addresses.**	f)	**Incorporate adjectives and adverbs.**
g)	**Use the articles *a, an,* and *the* correctly.**	h)	**Use correct spelling for frequently used words, including common homophones.**

UNDERSTANDING THE STANDARD	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
- The intent of this standard is that students will understand and use the editing process. - Students will also identify the following parts of speech: nouns, pronouns, verbs, adjectives, adverbs, and prepositions. - Students will identify the following parts of a sentence: subject, predicate, and prepositional phrase.	**All students should** understand that grammatically correct language and mechanics contribute to the meaning of writing.	**To be successful with this standard, students are expected to** - apply knowledge of the writing domains of composing, written expression, and usage/mechanics. - use prepositional phrases. - use subject-verb agreement (singular nouns with singular verbs; plural nouns with plural verbs). - avoid the use of double negatives. - use noun/pronoun agreement (pronoun agrees in number with its antecedent). - use adjectives and adverbs (use adverbs instead of adjectives where appropriate, e.g., "He played *really* well." Instead of "He played *real* well.") *begin to use quotation marks correctly.* *use sensory words.* *begin to understand the difference between compound and run-on sentences.* - use commas in series, dates, and addresses. - use the articles *a, an,* and *the* correctly. CONTINUED

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

a) **Use subject-verb agreement.**	b) **Include prepositional phrases.**
c) **Eliminate double negatives.**	d) **Use noun-pronoun agreement.**
e) **Use commas in series, dates, and addresses.**	f) **Incorporate adjectives and adverbs.**
g) **Use the articles *a, an,* and *the* correctly.**	h) **Use correct spelling for frequently used words, including common homophones.**

UNDERSTANDING THE STANDARD	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		CONTINUED FROM PREVIOUS PAGE **To be successful with this standard, students are expected to** • use the correct spelling of frequently used words, including common homonyms/homophones, e.g., *threw/through* • use a rubric to self-assess writing.

LCPS English/Language Arts
SOL Pacing Guide
4th Grade

This pacing guide was designed to provide tea chers with a list of specific SOL areas to be covered for each assessme nt period. It is to be used in conjunction   with the LC PS English/Languag e Arts Curriculum Guid e, which contains the required curriculum ass   ociated with the Virginia SOL. Teachers are enc oura ged to desig n and use cr eative and effective instructio nal strategies to teach the standards for ea ch assessme nt period.

How to Use this Document
- Standards in **boldface** are to be emphasized during that bench mark assessment period. Standards that re-appear in subseq uent quarters are to be retaught, re visited, or reinforced. They do not a ppear in boldfaced text and wil l not be measured on that bench mark assessm ent. **The grade 4 SOL test does not include or al language or wri ting standards.**
- Standards in *italics* are recomme nded extensio ns as per LCPS Curriculum Notes.

References and Sources
- VA DOE Standards of Learning Curr iculum Framework, 2 003
- VA DOE Standards of Learning : Crosswa lk, 1995-2002
- Feedback on the 2004-08 LCPS curr iculum guides

Grade 4 English Pacing Guide *At a Glance*

Standards in **boldface** are to be emphasized during that quarter. In subsequent quarters, these standards are to be retaught, revisited, or reinforced and are not printed in boldface text. The benchmark assessment dates are approximate. Material on the assessment will include skills in bolded print listed above the date, although some material may not have been introduced prior to the test date. **Oral Language and Writing Standards are not assessed on grade 4 SOL tests.**

ORAL LANGUAGE	READING	WRITING	
1ˢᵗ Quarter	**4.1 a, b, e** **4.2 a, b, c**	**4.3 a, c, d** **4.4 a, b, d, e** **4.5 d, f**	**4.7 a, b, c** **4.8 d, f**
2ⁿᵈ Quarter	**4.1** b, **c,** e 4.2 b, c	**4.3** a, **b,** c, d 4.4 a, b, d, e **4.5 b, c,** d, **e,** f, **g, i** BMA Dec. 8-Jan. 9	**4.7** a, b, c, **d, g** **4.8 a,** d, **e,** f
3ʳᵈ Quarter	**4.1** a, b, c, e 4.2 a, b, c	4.3 a, b, c, d **4.4** a, b, **c,** d, e, **f** **4.5 a,** b, c, d, e, f, g, **h,** i **4.6 a, b, c** BMA Mar. 16-Apr. 3	**4.7** a, b, c, d, **f,** g **4.8** a, d, e, f, **g, h**
4ᵗʰ Quarter	**4.1** a, b, c, **d,** e 4.2 a, b, c,	4.3 a, b, c, d 4.4 a, b, c, d, **e,** f 4.5 a, b, c, d, e, f, g**, h,** i 4.6 a, b, c	**4.7** a, b, c, d, **e,** f, g **4.8** a, **b, c,** d, e, f, g, h

	SOLs Tested on BMA 1	SOLs Tested on BMA 2
In 2007-08, students countywide demonstrated weaknesses in the following areas. Those with an * were also weaknesses in 2006-07.	4.3 a, b, c, d	4.4 c, f
*4.4c 4.5b	4.4 a, b, d	4.5 a, h
*4.4d *4.5f		
*4.4f 4.6c	4.5 b, c, d, e, f	4.6 b, c
		*Weak areas may be retested on BMA 2.

English/Language Arts SOL Pacing Guide – 4th Grade
1st Quarter

Oral Language	Reading	Writing
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.** e. **Use grammatically correct language and specific vocabulary to communicate ideas.** **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.**	**4.3** **The student will read fiction and nonfiction with fluency and accuracy.** a. **Use context to clarify meanings of unfamiliar words.** c. **Use knowledge of word origins; synonyms, antonyms, and homonyms; and multiple meanings of words.** d. **Use word-reference materials, including the glossary, dictionary, and thesaurus.** **4.4** **The student will read and demonstrate comprehension of fiction.** a. **Explain the author's purpose.** b. **Describe how the choice of language, setting and information contributes to the author's purpose.** d. **Identify major events and supporting details.** e. **Describe the relationship between text and previously read materials.** **4.5** **The student will read and demonstrate comprehension of nonfiction.** d. **Make simple inferences, using information from texts.** f. **Summarize content of selection, identifying important ideas and providing details for each important idea.**	**4.7** **The student will write effective narratives, poems, and explanations.** a. **Focus on one aspect of a topic.** b. **Develop a plan for writing.** c. **Organize writing to convey a central idea.** **4.8** **The student will edit writing for correct grammar, capitalization, punctuation, and spelling.** d. **Use noun-pronoun agreement.** f. **Incorporate adjectives and adverbs.**

The following skill is not part of the Virginia SOLs for Fourth Grade. It should be introduced this year to prepare students for subsequent grade levels.

* Demonstrate how to avoid run-on sentences.

English/Language Arts SOL Pacing Guide – 4th Grade
2nd Quarter

Oral Language	Reading	Writing
4.1 The student will use effective oral communication skills in a variety of settings. b. Contribute to group discussions. **c. Seek ideas and opinions of others.** e. Use grammatically correct language and specific vocabulary to communicate ideas. 4.2 The student will make and listen to oral presentations and reports. b. Listen to and record information. c. Organize information for clarity.	**4.3 The student will read fiction and nonfiction with fluency and accuracy.** a. Use context to clarify meanings of unfamiliar words. **b. Explain words with multiple meanings.** c. Use knowledge of word origins; synonyms, antonyms, and homonyms; and multiple meanings of words. d. Use word-reference materials, including the glossary, dictionary, and thesaurus. 4.4 The student will read and demonstrate comprehension of fiction. a. Explain the author's purpose. b. Describe how the choice of language, setting and information contributes to the author's purpose. d. Identify major events and supporting details. e. Describe the relationship between text and previously read materials. **4.5 The student will read and demonstrate comprehension of nonfiction.** **b. Formulate questions that might be answered in the selection.** **c. Explain the author's purpose.** d. Make simple inferences, using information from texts. **e. Draw conclusions, using information from texts.** f. Summarize content of selection, identifying important ideas and providing details for each important idea. **g. Describe relationship between content and previously learned concepts** **i. Identify new information gained from reading.**	**4.7 The student will write effective narratives, poems, and explanations.** a. Focus on one aspect of a topic. b. Develop a plan for writing. c. Organize writing to convey a central idea. **d. Write several related paragraphs on the same topic.** **g. Use available technology.** **4.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, and sentence structure.** **a. Use subject-verb agreement.** d. Use noun-pronoun agreement. **e. Use commas in series, dates, and addresses.** f. Incorporate adjectives and adverbs. Please refer to LCPS Acceptable Use Policy (AUP) when utilizing the internet resources.

The following skill is not part of the Virginia SOLs for Fourth Grade. It should be introduce d this year to prepare students for subsequent grade le vels.

* Demonstrate how to avoid run-on sentences.

English/Language Arts SOL Pacing Guide – 4th Grade
3rd Quarter

Oral Language	Reading	Writing
4.1 The student will use effective oral communication skills in group activities. a. Present accurate directions to individuals and small groups. b. Contribute to group discussions. c. Seek ideas and opinions of others. e. Use grammatically correct language and specific vocabulary to communicate ideas. 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.	4.3 The student will read fiction and nonfiction with fluency and accuracy. a. Use context to clarify meanings of unfamiliar words. b. Explain words with multiple meanings. c. Use knowledge of word origins; synonyms, antonyms, and homonyms; and multiple meanings of words. d. Use word-reference materials including the glossary, dictionary, and thesaurus. 4.4 **The student will read and demonstrate comprehension of fiction.** a. Explain the author's purpose. b. Describe how the choice of language, setting, and information contributes to the author's purpose. **c. Compare the use of fact and fantasy in historical fiction with other forms of literature.** d. Identify major events and supporting details. **f. Identify sensory words.** 4.5 **The student will read and demonstrate comprehension of nonfiction.** **a. Use text organizers, such as type, headings, and graphics, to predict and categorize information.** b. Formulate questions that might be answered in the selection. c. Explain the author's purpose. d. Make simple inferences, using information from texts. e. Draw conclusions, using information from texts. f. Summarize content of selection, identifying important ideas and providing details for each important idea. CONTINUED	4.7 **The student will write effective narratives, poems, and explanations.** a. Focus on one aspect of a topic. b. Develop a plan for writing. c. Organize writing to convey a central idea. d. Write several related paragraphs on the same topic. **f. Write rhymed, unrhymed, and patterned poetry.** g. Use available technology. 4.8 **The student will edit writing for correct grammar, capitalization, spelling, punctuation, and sentence structure.** a. Use subject-verb agreement. d. Use noun-pronoun agreement. e. Use commas in series, dates, and addresses. f. Incorporate adjectives and adverbs. **g. Use the articles *a, an,* and *the* correctly.** **h. Use correct spelling for frequently used words, including common homophones.** Please refer to LCPS Acceptable Use Policy (AUP) when utilizing the internet resources.

English/Language Arts SOL Pacing Guide – 4th Grade
3rd Quarter

Oral Language	Reading	Writing

	CONTINUED FROM PREVIOU S PAGE
	
	4.5 **The student will read and demonst rate comprehension of nonf iction.**
	  g. Describe relationshi p between content and previously l earne d conc epts or skills.
	  h. Distinguish between cause and effe ct and between fac t and opi nion.
	  i. Identif y new information gai ned from reading .
	
	4.6 **The student will demonst rate comprehension of information resou rces to research a topic.**
	  a. Constr uct q uestions about a topic.
	  b. Collect info rmation, using the resou rces of the media c enter, including onl ine, p rint, an d med ia resou rces.
	  c. Evaluate and sy nthesize information.
	
	Please refer to LCPS Acce ptable U se Policy (AUP) when utilizing the intern et resources.	

The fo llowing sk ill is not part of the Vir ginia SOLs for Fourth Grade. It   should be introduce d this year to prepare students for subsequent grade levels.

*   Demon strate how to avoid run -on se ntences.

English/Language Arts SOL Pacing Guide – 4th Grade
4th Quarter

Oral Language	Reading	Writing
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. c. Seek ideas and opinions of others. **d. Use evidence to support opinions.** e. Use grammatically correct language and specific vocabulary to communicate ideas. 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.	4.3 The student will read fiction and nonfiction with fluency and accuracy. a. Use context to clarify meanings of unfamiliar words. b. Explain words with multiple meanings. c. Use knowledge of word origins; synonyms, antonyms, and homonyms; and multiple meanings of words. d. Use word-reference materials including the glossary, dictionary, and thesaurus. **4.4 The student will read and demonstrate comprehension of fiction.** a. Explain the author's purpose. b. Describe how the choice of language, setting, and information contributes to the author's purpose. c. Compare the use of fact and fantasy in historical fiction with other forms of literature. d. Identify major events and supporting details. e. Describe the relationship between text and previously read materials. f. Identify sensory words. **4.5 The student will read and demonstrate comprehension of nonfiction.** a. Use text organizers, such as type, headings, and graphics, to predict and categorize information. b. Formulate questions that might be answered in the selection. c. Explain the author's purpose. d. Make simple inferences, using information from texts. e. Draw conclusions, using information from texts. CONTINUED	**4.7 The student will write effective narratives, poems, and explanations.** a. Focus on one aspect of a topic. b. Develop a plan for writing. c. Organize writing to convey a central idea. d. Write several related paragraphs on the same topic. **e. Utilize elements of style, including word choice and sentence variation.** f. Write rhymed, unrhymed, and patterned poetry. g. Use available technology. **4.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, and sentence structure.** a. Use subject-verb agreement. **b. Include prepositional phrases.** **c. Eliminate double negatives.** d. Use noun-pronoun agreement. e. Use commas in series, dates, and addresses. f. Incorporate adjectives and adverbs. g. Use the articles *a, an,* and *the* correctly. h. Use correct spelling for frequently used words, including common homophones. Please refer to LCPS Acceptable Use Policy (AUP) when utilizing the internet resources.

English/Language Arts SOL Pacing Guide – 4th Grade
4th Quarter

Oral Language	Reading	Writing
	CONTINUED FROM PREVIOUS PAGE f. Summarize content of selection, identifying important ideas and providing details for each important idea. g. Describe relationship between content and previously learned concepts or skills. h. Distinguish between cause and effect and between fact and opinion. i. Identify new information gained from reading. 4.6 The student will demonstrate comprehension of information resources to research a topic. a. Construct questions about a topic. b. Collect information, using the resources of the media center, including online, print, and media resources. c. Evaluate and synthesize information. Please refer to LCPS Acceptable Use Policy (AUP) when utilizing the internet resources.	

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*   Demonstrate how to avoid run-on sentences.

Sample Units

The following unit, developed by the 2008 Elementary School Curriculum Committee, was based on the framework of Understanding by Design. This framework was developed by Jay McTighe and Grant Wiggins to emphasize what are termed the six facets of understanding: explanation, interpretation, application, perspective, empathy, and self-knowledge. Each unit is built on a foundation of essential questions and understandings that students are expected to gain by the end of the unit or units. Each unit is anchored with an assessment performance task that should be rooted in authentic, real world activities. The learning activities and performance task help to build and show students' understanding of concepts for each of the facets of understanding. The facets of understanding are defined below. These facets shape the learning activities and performance task in which the students will be asked to engage.

Facet of Understanding	Definition
Explanation	Students are able to explain why and how of a concept. For example, students are able to explain why a character takes a certain action using supporting evidence from the text.
Interpretation	Students are able to assign meaning to a concept and show how it relates to them and to the world. For example, students might write a poem incorporating figurative language and imagery to convey a message.
Application	Students are able to apply the knowledge and skills that they have gained to a real-world authentic activity. For example, students might write a Life in Haiku piece and submit it to the *Washington Post* for publication.
Perspective	Students are able to see and analyze another perspective than their own. For example, in preparing for a debate, a student might be able to argue both sides.
Empathy	Students are able to feel the impact of a decision or event on others. For example, students might write poems about the injustices in Darfur, which are compiled and published into a book and sold to raise money for relief efforts.
Self-knowledge	Students are able to reflect about their work and their thinking. For example, students might reflect about their writing process in the creation of a short story.

Grade 4
Why Should We Protect the Environment?
Just A Dream by Chris Van Allsburg

Objectives
Goals:

Goals:
- q 4.1b—Contribute to group discussions
- q 4.1c—Seek ideas and opinions of others
- q 4.4a—Explain the author's purpose.
- q 4.5g—Describe relationship between content and previously learned concepts or skills
- q 4.7a—Focus on one aspect of a topic when writing
- q 4.7b—Develop a plan for writing
- q 4.7c—Organize writing to convey a central idea
- q 4.7d—Write several related paragraphs on the same topic
- q 4.7g—Use available technology
- q 4.8—Edit writing for correct capitalization, spelling, punctuation, and sentence structure (See specific editing skills at SOL 4.8a-h.)

Understandings: (Students will understand…)
- q how to make connections in the story.
- q the importance of protecting the environment.
- q how they can participate as environmental advocates.

Essential Questions:
- q Why is it important to protect the environment?
- q How does recycling help to improve our environment?
- q How do your own personal experiences relate to those of the boy in the story?

Students will know…
- q why it is important to protect the environment.
- q how recycling helps to improve our environment.
- q how the students' own personal experiences relate to those of the boy in the story.

Students will be able to…

- □ make connections between the book and their personal experiences.
- □ give specific examples of ways to protect the environment.
- □ compose a multi-paragraph essay.
- □ convey information using text and graphics on a poster.

Evidence of Understanding

Performance Task(s):

There has been a lot of littering in your neighborhood, and the homeowners' association is sponsoring a contest for the best plan to stop littering. You decide to write a letter to the Home Owners' Association with your suggestions, and the committee asks you to make a poster that can be displaced in the neighborhood.

Other Evidence:

- □ Journal entries
- □ Final draft of writing, scored with a rubric previously presented by the teacher. A sample rubric is in the LCPS Writing Framework document.
- □ New school recycling plan (optional)
- □ Teacher observation of group discussions

Learning Plan

Learning Activities:

- □ Students reflect in their journals about littering and their own personal connections to recycling.
- □ Shared Reading: Just A Dream by Chris Van Allsburg
- □ Class discusses the writer's purpose and their own reactions to Walter's littering in the story.
- □ In journals, students brainstorm ways to prevent littering in their neighborhood
- □ Divide students into small groups to share personal connections with each other. Questions to consider: What would you do if you saw someone littering in your neighborhood? What could you do to prevent people from littering?
- □ Students compose a draft multi-paragraph essay on ways to discourage littering. They receive peer response in their groups and then revise their essays. After proofreading and editing, they use a word processor to type their essays and then give them to the teacher.
- □ Each student selects one way to discourage neighborhood littering and creates a public display poster.
- □ Students present their poster to the class.
- □ Time permitting, the groups devise a school-wide recycling plan for paper, metal, and plastic.

Resources:

- □ Just A Dream, by Chris Van Allsburg (multiple copies, if possible)
- □ Writing journal
- □ Word processors
- □ Construction paper or poster board for posters