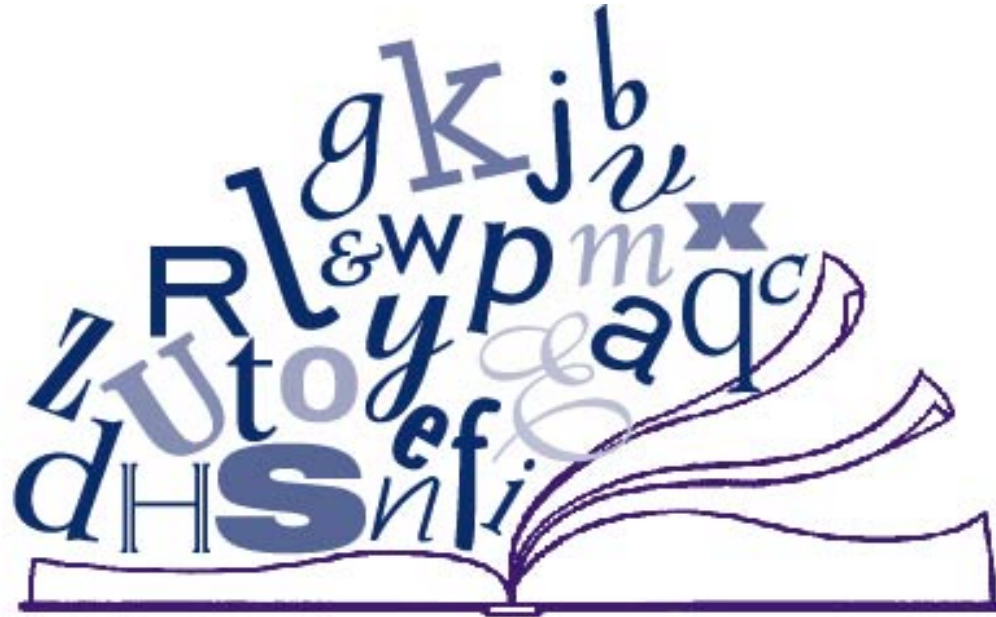


ENGLISH STANDARDS OF LEARNING CURRICULUM FRAMEWORK



Commonwealth of Virginia
Board of Education
Richmond, Virginia
© 2003

Copyright © 2003

by the

Virginia Department of Education

P.O. Box 2120

Richmond, Virginia 23218-2120

<http://www.pen.k12.va.us>

All rights reserved. Reproduction of materials contained herein for instructional purposes in Virginia classrooms is permitted.

Superintendent of Public Instruction

Jo Lynne DeMary

Assistant Superintendent for Instruction

Patricia I. Wright

Office of Elementary Instructional Services

Linda Poorbaugh, Director

Barbara F. Jones, Reading & Language Arts Specialist

Office of Middle School Instructional Services

James Firebaugh, Director

Catherine Rosenbaum, Reading & Language Arts Specialist

Office of Secondary Instructional Services

Maureen B. Hajar, Director

Anita W. Wallace, English Specialist

NOTICE TO THE READER

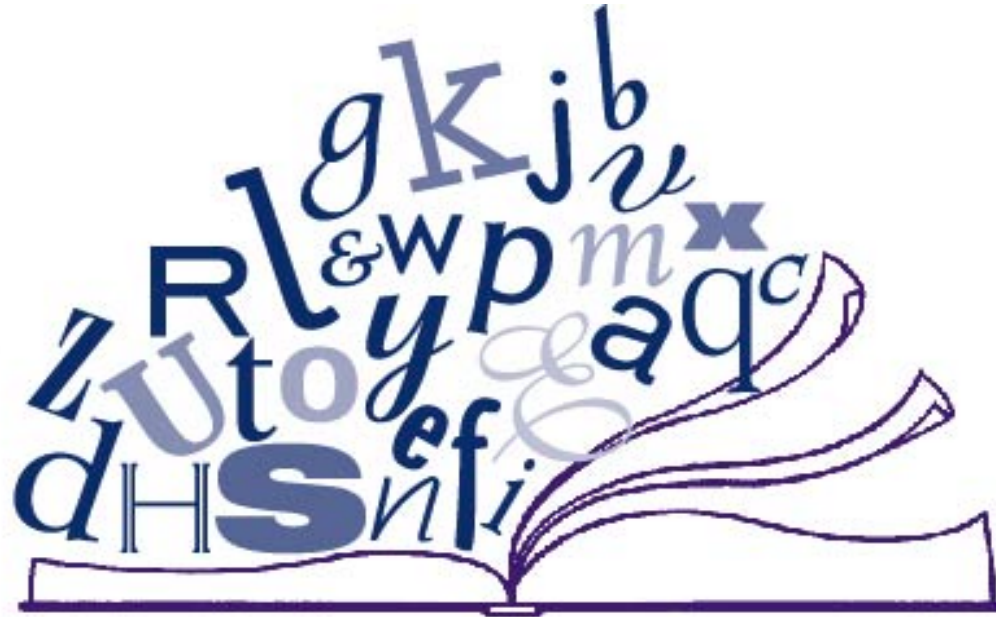
The Virginia Department of Education does not unlawfully discriminate on the basis of sex, race, color, religion, handicapping conditions, or national origin in employment or in its educational programs and activities.

The *English Curriculum Framework* can be found in PDF and Microsoft Word file formats on the Virginia Department of Education's Web site at

<http://www.pen.k12.va.us>.

ENGLISH STANDARDS OF LEARNING CURRICULUM FRAMEWORK

Grade Four



Commonwealth of Virginia
Board of Education
Richmond, Virginia
© 2003

At the fourth-grade level, students will apply oral communication skills to participate in discussions about learning and take part in collaborative learning projects. In order to be contributing participants in discussions, students must apply the skills involved in effectively communicating ideas and opinions, including skills such as actively listening to others and constructively agreeing or disagreeing with them. While using grammatically correct language and specific vocabulary, students will learn how to present information succinctly and confidently in oral 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 (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • 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. 	<p>All students should</p> <ul style="list-style-type: none"> • participate effectively in discussions by <ul style="list-style-type: none"> ◦ asking clarifying questions ◦ providing explanations when necessary ◦ reflecting on the ideas and opinions of others ◦ supporting opinions with examples and details. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • give accurate directions by <ul style="list-style-type: none"> ◦ 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 <ul style="list-style-type: none"> ◦ 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 • use 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 (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • 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. 	<p>All students should</p> <ul style="list-style-type: none"> • apply basic patterns of organization when preparing an oral presentation • develop the skills necessary for active listening. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • make oral presentations and reports by <ul style="list-style-type: none"> ◦ organizing information around a central idea with supporting details and using specific vocabulary ◦ creating a simple visual, such as a poster or technology-tool presentation, that helps listeners follow the presentation ◦ speaking clearly, using appropriate voice level and speaking rate • use active listening skills by <ul style="list-style-type: none"> ◦ looking at the speaker ◦ thinking about the main points the speaker is making ◦ 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.

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

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> 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 material. Students will use word reference materials to learn new words. 	<p>All students should</p> <ul style="list-style-type: none"> 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. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> 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 <i>read/red, no/know, hear/here</i> 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.

- 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 (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will continue to read and comprehend fiction. • Students will become able 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 also 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. 	<p>All students should</p> <ul style="list-style-type: none"> • develop a variety of comprehension strategies • understand that there are different forms of fiction (realistic, historical, and fantasy). 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • 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 • 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 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.**
 - 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 (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • 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. • Students will demonstrate comprehension of a selection by using before-, during-, and after-reading strategies. • Before reading, students will become able to use text features to predict and categorize information. • During reading, students will formulate questions and make inferences, using given information. <p>CONTINUED</p>	<p>All students should</p> <ul style="list-style-type: none"> • summarize key details of informational texts, connecting new information to prior knowledge • identify and use text features, such as headings, paragraphs, and format, to preview a text and make predictions in order to comprehend • actively ask questions, visualize, make connections, and predict as they read. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • read nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics • apply prior knowledge to make predictions and to describe the relationship between content and previously learned concepts • generate questions to guide reading of text through reading strategies, such as KWL (Ogle) or DRTA (Stauffer) • 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 • identify the important information and provide supporting details for each important idea in a selection to summarize the text by using tools such as graphic organizers, outlining, and notes • write responses that go beyond literal restatements in order to make connections to their own lives and to other selections <p>CONTINUED</p>

- 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.**
 - 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 (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • After reading, students will summarize content by identifying important ideas and providing details. • Students will make connections between what they read in the selection and their prior knowledge. 		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • 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 cause-and-effect relationships • identify new information learned from reading • make simple inferences, using information from the text.

- 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 (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will use information 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. 	<p>All students should</p> <ul style="list-style-type: none"> • formulate initial questions about a topic and seek information by identifying, locating, exploring, and effectively using a variety of sources of information • recognize, organize, and record information pertinent to the topic and blend ideas accurately. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • 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.

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 sentence 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 (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> ◦ composing – the structuring and elaborating a writer does to construct an effective message for readers ◦ written expression – those features that show the writer purposefully shaping and controlling language to affect readers ◦ usage/mechanics – the features that cause written language to be acceptable and effective for standard discourse. 	<p>All students should</p> <ul style="list-style-type: none"> • 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. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • 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 • 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 • use available technology to gather information and to aid in writing.

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.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • 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. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that grammatically correct language and mechanics contribute to the meaning of writing. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • 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 <i>really</i> well.” instead of “He played <i>real</i> well.”) • use commas in series, dates, and addresses • use the articles, <i>a</i>, <i>an</i>, and <i>the</i> correctly • use the correct spelling of frequently used words, including common homonyms/homophones, e.g., <i>threw/through</i> • use a rubric to self-assess writing.