



2024 ENGLISH STANDARDS OF LEARNING

Grade 4 Instructional Guide

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GUIDANCE OVERVIEW

The 2024 English *Standards of Learning* ensure that educators across the Commonwealth approach literacy instruction with an emphasis on providing students with opportunities to read complex, grade-level texts. These texts are used as a basis for deep, text-based classroom discussions and as a starting point for writing activities. By developing students' literacy skills and structuring classrooms to offer chances to read, discuss, and write about content, educators ensure that students learn and retain literacy skills and content deeply.

Virginia educators will notice that literacy standards are no longer highlighted in the instructional guides in isolation or in silos of each other; literacy standards are not meant to be taught in isolation. When Grade 4 students engage with complex literary texts, they also practice communication, writing and language, decoding, encoding, and building vocabulary throughout the lesson, all within a literacy genre. The same integration of skills is true as Grade 4 students read complex, grade level informational text. While reading informational text, students will respond through discussion and accessing the communication standards as well as in writing and draw several pieces of evidence to support reading information text to support claims and draw conclusions. Students will access grade level text by applying their foundational reading and writing standards as they develop as skilled readers and build stamina.

This guide focuses on developing instructional practice and classroom routines that integrate multiple English standards to provide students with a deeper understanding. Each section starts with educators considering students' current levels of proficiency and grade-level standards using the "Side-by-Sides" and "Progression Charts" of the 2024 English *Standards of Learning*. Educators will then review the "Understanding the Standards" section to gain a deeper understanding of grade-level concepts and instructional practices. Guided by the "Developing Skilled Readers and Building Reading Stamina" standards, educators will plan integrated lessons and use questions and instructional strategies to ensure that all students engage with grade-level content at the appropriate level of rigor. Finally, the guide provides thematic and/or cross-content area connections to extend student learning and deepen their understanding.

In Grades K-5, students will receive foundational instruction in both reading and writing as students grow in their skills of reading unfamiliar words in grade level text. The foundational standards establish the building blocks necessary for students to engage with grade level text. When planning and instructing students across the literacy standards, students will build reading fluency, read grade-level complex text, and ensure they're responding both in writing and orally to text-based questioning and instruction. These knowledge building and comprehension skills are outlined in the Developing Skilled Readers and Building Reading Stamina. The Developing Skilled Readers and Building Reading Stamina was added to

emphasize skills and strategies used within content-rich complex text each time students engage with text, rather than isolated skill work. This strand emphasizes that students should be reading challenging grade-level literary and informational texts fluently, while learning vocabulary, writing, collaborating, and researching in grade-level complex text. These standards will be applied when students are reading, writing, collaborating, and researching as described in the remaining standards.

As educators are utilizing this English Instructional Guide as a resource, each guide page highlights sample standards that may be considered. However, specific standards are text-dependent, instruction will be text-based, and the standards will rely on the grade-level complex text in which students are engaged.

Text Sets

Text sets are a collection of various texts, like articles, books, videos, or images, all centered around a single topic, theme, or question. Text sets provide students the opportunities to build vocabulary and knowledge around a topic because they offer different perspectives and formats for deeper understanding. Text sets enhance the teaching of the 2024 English *Standards of Learning* and can naturally be paired with content area subjects. Text sets will vary by school and division based on resources and relevant school board policies. Text sets provide the opportunity for students to make authentic connections between texts and apply their background knowledge in order to meet the rigor of the Reading Literary Texts and Reading Informational Text standards.

- Science Example: When teaching the Living Systems and Processes standards from the 2018 Science *Standards of Learning* around ecosystems, teachers may decide to include students reading the literary novel, *The Wild Robot* (Lexile 760) and the informational texts, *Woodland Ecosystems* by Racquel Foran (860L), and *Animal Behavior: Animal Defenses* by Christinia Wilsdon. This text set reinforces what students are learning in science, while allowing students to engage with multiple grade level texts on a topic.

A more comprehensive list of text set examples is included in the [Grade 4 Cross Content Connections](#) section at the end of the instructional guide.

INSTRUCTIONAL GUIDE QUICK LINKS:

While each of the instructional guides has an overarching strand – each guide provides additional avenues, tasks, and planning questions to consider with integrating all the 2024 English *Standards of Learning*.

- [Developing Skilled Readers and Building Reading Stamina](#)

- [Reading & Vocabulary, Foundations for Reading, and Foundations for Writing](#)
- [Reading Literary Texts](#)
- [Reading Informational Texts](#)
- [Writing and Language Usage](#)
- [Communication & Multimodal Literacies and Language Usage](#)
- [Research](#)
- [Grade 4 Cross Content Connections](#)
- [References](#)

DEVELOPING SKILLED READERS AND BUILDING READING STAMINA

4.DSR The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down

- A. Read a variety of grade-level complex texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary **(Reading Fluency, K-12)**.
- B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 4-5 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) **(Text Complexity, 2-12)**.
- C. When responding to texts through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located **(Textual Evidence, K-12)**.
- D. Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning **(Deep Reading on Topics to Build Knowledge and Vocabulary K-12)**.
- E. Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to common organizational text structures, summarizing, asking questions of the text, and others **(Reading Strategies 3-12)**.

Critical for successful planning and implementation of grade level expectations for Reading Literary Text in the 2024 Standards.

- [LINK-Grade 4 Understanding the Standards- Developing Skilled Readers and Building Reading Stamina](#)

Planning for Literacy Instruction + Integration of Standards	
Developing Skilled Readers and Building Reading Stamina (DSR)	Connections to High Quality Instructional Materials (HQIM), from <i>Core Curriculum Review Rubric- Grade 4</i>
4.DSR.A Read a variety of grade-level complex texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary (Reading Fluency, K-12) .	<ul style="list-style-type: none"> • Within division-adopted HQIM materials, texts should be at appropriate levels of complexity for Grade 4 students. • Fluency lessons should include teacher-led modeling, oral reading practice, and immediate feedback. • Provide opportunities for students to self-monitor, self-correct word errors, and improve fluency through practice.
4.DSR.B Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the Grades 4-5 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12) .	<ul style="list-style-type: none"> • Materials within division-adopted HQIM provide opportunities for students to read grade-appropriate, complex texts in a variety of genres and structures (e.g., narrative, informational, technical, fantasy, prose, poetry, plays) that reflect relatable experiences of all students.
4.DSR.C When responding to texts through discussion and/or writing, draw several pieces of evidence	<ul style="list-style-type: none"> • Division-adopted HQIM include tasks that require students to present well-defended claims, provide logically ordered reasons supported by facts and details, and use appropriate language and conventions for their grade level.

<p>from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).</p>	
<p>4.DSR.D Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary K-12).</p>	<ul style="list-style-type: none"> • Division-adopted HQIM materials expose students to a breath of vocabulary words through high-quality text. • Division- adopted HQIM materials support interactive discussion on a wide variety of topics to expand and deepen background knowledge. • Division-adopted HQIM materials provide a coherent sequence or collection of connected texts that consistently build vocabulary knowledge and knowledge about themes with connected topics and ideas. • Connections can be made between texts in division-adopted HQIM and the <i>Virginia Standards of Learning</i> in both Science and History and Social Science.
<p>4.DSR.E Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to common organizational text structures, summarizing, asking questions of the text, and others (Reading Strategies 3-12).</p>	<ul style="list-style-type: none"> • Literary: Modeling, think alouds, and/or gradual release of responsibility (i.e., I do, we do, you do) are used to develop metacognitive reading habits, discipline-specific practices, and comprehension strategies (e.g., monitoring comprehension, using graphic organizers, answering questions, generating questions, summarizing) with particular emphasis on citing textual evidence. • Informational: Modeling, think alouds, and graphic organizers are used to identify components of text structure (e.g., problem-solution, cause-effect, compare-contrast, sequencing) at both the text level (e.g., argument structure, plot structure) and paragraph level (e.g., paragraph organization, signal words), to aid in careful reading and comprehension of narrative and

	informational texts.
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Incorporating K-5 HQIM and the 2024 English *Standards of Learning*:

In the following Instructional Guides, educators will receive additional guidance and instructional supports to ensure students reach the grade-level expectations outlined in the Board of Education adopted 2024 English *Standards of Learning*. Educators will utilize their division adopted and approved HQIM during their core literacy instructional time. The Virginia Literacy Act requires that all Virginia school divisions must adopt HQIM for all K-5 classrooms no later than the 2024-25 school year. This means daily lessons must be grounded in adopted materials, students need access to a curriculum that builds on a systematic sequence in foundational skills and builds coherently grade-to-grade on knowledge-building topics. There is a compelling body of evidence that shows that HQIM not only provides this coherent sequence but leads to better outcomes for students (adopted from the [Virginia Literacy Act Playbook](#)). K-5 educators will use their HQIM, the 2024 *Standards of Learning*, and the Instructional Guidance outlined below when crafting effective, aligned literacy instruction for all learners.

READING & VOCABULARY, FOUNDATIONS FOR READING AND FOUNDATIONS FOR WRITING| GRADE 4 – INSTRUCTIONAL GUIDE

Prior to teaching the Grade 4 Reading & Vocabulary, Foundations for Reading and Foundations for Writing standards, review:

- [Progression Chart - Foundations for Reading](#)
- [Progression Chart - Foundations for Writing](#)
- [Progression Chart - Reading and Vocabulary](#)
- [Grades 3-5 Side-By-Side](#)

Critical for successful planning and implementation of grade level expectations for Reading & Vocabulary, Foundations for Reading and Foundations for Writing in the 2024 Standards.

- [LINK- Grade 4 Understanding the Standards-Reading and Vocabulary](#)
- [LINK- Grade 4 Understanding the Standards-Foundations for Reading](#)
- [LINK- Grade 4 Understanding the Standards- Foundations for Writing](#)

Teacher’s Note:

- Use the Grade 4 Understanding the Standards.
- Grade 4 Foundations for Reading (FFR) and Writing (FFW) standards are integrated with Reading and Vocabulary (RV) standards.
- Integrate vocabulary instruction into reading, writing, and discussion of relevant topics and concepts.
- Use the Foundations for Reading strand (FFR) to address phonics and word analysis.
- By the end of Grade 4, students are able to decode compound or multisyllabic grade level unfamiliar words using their understanding of all six syllable types, and morphology (including suffixes, prefixes and root/base words).
- The Foundations for Writing standard (FFW) focuses on the importance for a student to maintain legible handwriting and focuses on grade level expectations for spelling.
- Focus on increasing rigor for the alignment of encoding/spelling and decoding/reading multisyllabic words using syllable types and morphology (e.g., roots and affixes).
- Grade 4 Reading and Vocabulary (RV) focuses on systematically building vocabulary through listening and reading grade level texts, contexts, and discussions.
- Vocabulary words should be culled from student reading instead of using random lists and should not be taught only in isolation.
- Emphasize word knowledge and word relationships found in word parts, word tenses, and word meanings.

Reading and Vocabulary

4.RV The student will systematically build vocabulary and word knowledge based on grade four content and texts.

4.RV.1 Vocabulary Development and Word Analysis

- Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of texts relevant to grade four topic or subject area.
- Discuss meanings of complex words and phrases acquired through conversations and literature.
- Determine the meaning of complex words using frequently occurring root words and inflectional affixes (e.g., -s, -ing, -ed).
- Use the context of a sentence to apply knowledge of homophones.
- Apply knowledge of morphology, synonyms, and antonyms to determine the meaning of complex words.
- Develop breadth of vocabulary knowledge by listening to and reading high quality, complex text.
- Distinguish shades of meaning among verbs and adjectives.
- Use strategies to infer word meanings.

- I. Use glossaries, beginning dictionaries, and thesauruses, both print and digital, to determine or clarify the meaning of words or phrases.
- J. Use newly learned words and phrases in discussions and speaking activities.

Foundations for Reading

4.FFR.3 Phonics and Word Analysis: The student will apply grade level phonics and word analysis skills to decode (read) unfamiliar words in a grade-level text.

- A. Use knowledge of syllabication and syllable types to decode and encode words.
- B. Use knowledge of morphology (suffixes, prefixes, root/base) to decode words.
- C. Read grade-level high-frequency words, including decodable and irregular words, with automaticity and accuracy.

Foundations for Writing

4.FFW The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.

4.FFW.1 Handwriting

- A. Maintain legible printing.
- B. Maintain legible cursive.
- C. Sign his/her first and last name.

4.FFW.2 Spelling

- A. Use combined knowledge of all letter-sound correspondence, syllabication patterns, and morphology (e.g., roots and affixes) to spell accurately.
- B. Use phoneme/grapheme (sound/symbol) correspondence to decode (read) and encode (spell) grade-level high-frequency words with automaticity and accuracy.

Planning for Literacy Instruction + Integration of Standards		
Standard	Considerations for Planning	Instructional Approaches for Integrating Strands

<p>Within the selected literary or informational text</p> <p><i>4.DSR.A Read a variety of grade-level complex texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension.</i></p>	<ul style="list-style-type: none"> • Vocabulary taught is dependent on the text. Plan for ways to build students' vocabulary and add to students' understanding of etymology. • Identify authentic stopping points in the text to teach/decode new, grade level words using morphology and/or syllabication. • Vocabulary taught is dependent on the text. Plan for ways to build students' vocabulary and add to students' understanding of morphology. • Consult division-adopted HQIM for a scope and sequence for morphemes to be taught systematically. 	<ul style="list-style-type: none"> • Teachers should be intentional about which words they select from grade level text, to explicitly teach. These could include: <ul style="list-style-type: none"> ○ General academic language and content-specific vocabulary words. ○ Adding stopping points to model and/or explicitly teach students how to use knowledge of syllabication, syllable types, and morphology to read with automaticity and accuracy (4.RV.1E, 4.FFR.3). • Students will use knowledge of syllabication, syllable types, and morphology to read with automaticity and accuracy (4.RV.1E, 4.FFR.3).
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<p>Connect to previously read text to build knowledge + vocabulary understanding <i>4.DSR.D Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning</i></p>	<ul style="list-style-type: none"> • Utilize division-adopted HQIM and/or text sets to build knowledge and vocabulary. • How will the teacher allow students multiple opportunities to hear related words and build knowledge networks? • What words are selected to explicitly teach from the text (general academic language Content-specific vocabulary). • How will the teacher explicitly teach selected vocabulary from text. • Plan for a vocabulary routine. 	<ul style="list-style-type: none"> • Explicitly teach new words using vocabulary protocol that provides opportunities for students to engage with the word meaning (4.RV.A, 4.RV.F). <ul style="list-style-type: none"> ○ Provide students with student friendly definition. ○ Provide examples and non-examples in context. ○ Provide related words (synonyms, antonyms). ○ Provide opportunities for students to use word in speaking and writing. • Explicitly teach the decoding of grade level vocabulary through syllable types or morphemes. • Model breaking down words to their smallest parts of meaning (base, affixes). • Build vocabulary knowledge through visuals based on demands of the text students will read in the lesson (4.RV.A, 4.RV.F). • Allow opportunities where students can use knowledge of word relationships when inferring the meaning of complex words. • Model this process during think alouds while reading grade-level complex text.
<p>Supports for decoding and encoding <i>4.DSR.A Read a variety of grade-level complex texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension.</i></p>	<ul style="list-style-type: none"> • How will the teacher ensure all students are decoding (reading) words in Grade 4 text (choral read, partner read, independent read, etc.)? • How will the teacher ensure that instruction is explicit (I do, we do, you 	<ul style="list-style-type: none"> • Provide practice for students to decode/read words that incorporate the new and previously taught phonics features (4.FFR, 4.FWW, 4.RV.1E). <ul style="list-style-type: none"> ○ Review known word parts, meaningful morphemes, smallest unit of meaning (root, base) (4.RV.1E). ○ Review word for affixes (prefixes/suffixes) (4.RV.1E). ○ Review word for vowels, count the number of

<p><i>4.DSR.B Proficiently read and comprehend a variety of literary and informational texts.</i></p>	<p>do) and systematic (logical order)?</p> <ul style="list-style-type: none"> • Does the text provide authentic opportunities to revisit previously taught morphemes? • How will students read, write, and discuss/communicate using newly acquired vocabulary? 	<ul style="list-style-type: none"> ○ syllables (4.RV.1E). <ul style="list-style-type: none"> ○ Recognize syllable types (4.RV.1E). • Provide practice for students to decode/read words that incorporate the new and previously taught phonics features (4.FFR, 4.FFW). • Provide opportunities for students to use their knowledge of affixes and syllable types when spelling multisyllabic words (4.RV.1E). • Build students’ general academic language and content specific vocabulary by providing opportunities for students to listen, read and discuss variety of texts (4.C.1, 4.RL, 4.RI). • *Provide scaffolded assistance as needed.
<p>Craft text-dependent questioning: (in discussion and in writing) <i>4.DSR.C When responding to texts through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located</i></p>	<ul style="list-style-type: none"> • Plan for stopping points and questioning that will support students in systematically building vocabulary and word knowledge – consider roots, affixes, homophones, morphology, synonyms, antonyms, shades of meaning when developing stopping points within text. 	<ul style="list-style-type: none"> • Students will use newly acquired vocabulary when responding to text-based discussions and writing. • Students will provide specificity when speaking and writing using newly acquired vocabulary (4.W.2, 4.C.2).
<p>Locate points in a text to</p>	<ul style="list-style-type: none"> • Use division-adopted 	<ul style="list-style-type: none"> • <i>Teacher Think Aloud:</i> How were you able to infer the

<p>model using a comprehension strategy or give students an opportunity to use a strategy <i>4.DSR.E Monitor while reading to confirm or self-correct word recognition and understanding, as necessary</i></p>	<p>HQIM to identify authentic stopping points to either:</p> <ul style="list-style-type: none"> ○ model using morphology, syllable types, or text knowledge to determine a word’s meaning, ○ give students the opportunity to apply knowledge of syllable types to decode unknown words, ○ give students the opportunity to apply knowledge of morphology to determine the meaning of unknown words, ○ distinguish shades of meaning in verbs/adjectives and how they add to the understanding of the text. 	<p>meaning of a word? How did you check your understanding?</p> <ul style="list-style-type: none"> ● Analyze how author’s use specific word choice purposefully (<i>4.RI.2B, 4.RL.2A</i>).
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READING LITERARY TEXT | GRADE 4 - INSTRUCTIONAL GUIDE

Prior to teaching the Grade 4 Reading Literary Text standards, review:

- [Progression Chart – Reading Literary Text](#)
- [Grades 3-5 Side-By-Side](#)

Critical for successful planning and implementation of grade level expectations for Reading Literary Text in the 2024 Standards.

- [LINK-Grade 4 Understanding the Standards- Reading Literary Texts](#)

Teacher’s Note:

- Use the Grade 4 Understanding the Standards.
- Reading comprehension focuses on understanding text structure, plot events, and character analysis within grade-level texts.
- Key Ideas and Plot Details focuses on summarization of themes within grade-level literary texts including challenges characters face by thematic topic.
- Craft and Style focuses on demonstrating an understanding of the language that the author is using such as dialogue or sensory language to convey a message to the reader.
- Integration of Concepts focuses on making connections between and within literary texts.
- Grade 4 students read complex, grade-level texts that reflect the text complexity bands.
- Introduce specific genres of fiction including, but not limited to, fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/tall tales. Grade Four focuses on poetry, realistic fiction, and historical fiction.
- Vocabulary words should be culled from student reading instead of using random lists and should not be taught only in isolation.
- Teach theme as a literary term with literary texts.
- Use literary and informational texts paired on a common theme or topic and have students compare/contrast to deepen their understanding of a topic.
- Integrate the strands using thematic units and students should be given opportunities to write about what they have read.

Reading Literary Text

4.RL The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include fantasy, humor, poetry, realistic fiction, historical fiction, biography, autobiography, and folklore/tall tales, with a focus on poetry, realistic fiction, and historical fiction.

4.RL.1 Key Ideas and Plot Details

- A. Summarize the theme of stories, dramas or poetry, including the thematic topics (e.g., courage, loyalty, family) and how characters respond to challenges.
- B. Describe the central conflict and explain the resolution using an understanding of text structure and events from the plot as evidence.
- C. Analyze characters in-depth, drawing on specific details from the text, including their words, actions, or a character’s thoughts.

4.RL.2 Craft and Style

- A. Determine how an author uses language (dialogue, sensory language, and dialect), characters, and settings to advance the plot.
- B. Identify the characteristics of different genres of literary texts (e.g., drama, poems, stories) and refer to the structural elements of each.
- C. Identify the narrator of a story and the speaker of a poem.
- D. Differentiate between first-and third-person point of view.

4.RL.3 Integration of Concepts

- A. Set a purpose for reading by activating prior (experience) and background (content) knowledge.
- B. Compare and contrast details in paired literary and informational nonfiction texts including their treatment of similar themes, topics, and patterns of events.
- C. Explain the overall structure of stories, poems, and plays and how each successive part builds on earlier sections.

Planning for Literacy Instruction + Integration of Standards		
Standard	Considerations for Planning	Instructional Approaches for Integrating Strands
Select a complex text <i>4.DSR.A Read a variety of</i>	<ul style="list-style-type: none"> • Educators will utilize division-adopted HQIM 	<ul style="list-style-type: none"> • Use grade-level complex texts from division-adopted HQIM Grade 4-5 Lexile band on the Appendix 740-1010

<p><i>grade-level complex texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension.</i></p>	<p>for text selections.</p> <ul style="list-style-type: none"> • When selecting text, plan for appropriate grade level complexity and plan for teaching points and places in the text that will meet the rigor for students. • Ensure Grade 4 students read a variety of complex literary text including fantasy, humor, poetry, realistic fiction, historical fiction, biography, autobiography, and folklore/tall tales, with focus on poetry, realistic fiction, and historical fiction. 	<p>(4.DSR.A).</p> <ul style="list-style-type: none"> • Provide practice for students to read complex texts with appropriate fluency, accuracy, and expression, focusing on building comprehension and vocabulary through successive readings (4.DSR.A, 4.RV.1).
<p>Demands of the Text* <i>4.DSR.A Read a variety of grade-level complex texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension.</i> <i>4.DSR.B Proficiently read</i></p>	<ul style="list-style-type: none"> • How will the teacher ensure all students are engaging with and reading the complex text? • What are the knowledge demands of the text (Literary knowledge, background knowledge, vocabulary knowledge)? • Examine the text to 	<ul style="list-style-type: none"> • Identify explicit stopping points to model and teach students how to use their knowledge of syllabication, syllable types, and morphology (suffixes, prefixes, root/base) to decode and comprehend unfamiliar words (4.RV.1E, 4.FFR.3). • Provide opportunities for students to apply their knowledge of syllabication, syllable types, and morphology to read grade-level, high-frequency words with automaticity and accuracy (4.RV.1E, 4.FFR.3). • Guide students through word analysis, including recognizing the morphological structure of new

<p><i>and comprehend a variety of literary and informational texts.</i></p>	<p>locate authentic opportunities to highlight, apply, or integrate additional standards to enhance students' understanding of the text.</p>	<p>vocabulary words (e.g., breaking down words into roots, prefixes, and suffixes) to aid in understanding complex text (4.RV.1, 4.FFR.3).</p> <ul style="list-style-type: none"> • Explicitly teach characteristics of literary genres; students will be able to discuss and express in writing characteristics of a literary genre and express in writing characteristics of a variety of literary genres (4.C.1, 4.W.1, 4.RL.2B, 4.RL.2B) . • Provide students with opportunities to read grade-level complex text. Students can: <ul style="list-style-type: none"> ○ Chorally read grade-level literary text (4.DSR.A). ○ Partner read with a strategically selected partner for second read of text. ○ Partner read grade level text. • Provide sentence frames to support both oral language and writing (4.RV.1A, 4.RV.1B, 4.W, 4.LU, 4.RL) . • Discuss meanings of complex words and phrases acquired while reading literature (4.RV.1B, 4.RL.1, 4.RL.2, 4.RL.3, 4.C.1). • Students will discuss how an author uses language characters, and settings to advance the plot (4.C.1, 4.RV.1, 4.RL.2A). • *Provide scaffolded assistance as needed.
<p>Connect to previously read text to build knowledge and vocabulary understanding <i>4.DSR.D Regularly engage in reading a series of</i></p>	<ul style="list-style-type: none"> • How will the teacher use Text Sets (<i>Cross Content Connections – Literary and Informational paired texts</i>)? • Division-adopted HQIM 	<ul style="list-style-type: none"> • Explicitly teach new words using vocabulary protocol that provides opportunities for students to engage with the word meaning (4.RV.A, 4.RV.F). <ul style="list-style-type: none"> ○ Provide students with student friendly definition. ○ Provide examples and non-examples in context. ○ Provide related words.

<p><i>conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning</i></p>	<p>will support the building of thematic units.</p> <ul style="list-style-type: none"> • Plan to set a purpose for reading by activating prior (experience) and background (content knowledge) (4.RL.3A). 	<ul style="list-style-type: none"> ○ Provide opportunities for students to use word in speaking and writing. • Provide opportunities for students to build their academic language and content specific vocabulary by listening to, reading, and discussing text (4.RL, 4.RV.1A, 4.C.1). • Build background knowledge through visuals based on demands of the text students will read in the lesson (4.RV.A, 4.RV.F). • <i>Teacher Think Aloud:</i> Teacher will stop at strategic, predetermined, points to model thinking and use of knowledge of morphology to decode words and determine word meaning (4.FFR.3B, 4.RV.1E). • Provide opportunities where students will develop breadth of vocabulary knowledge by listening to and reading high quality, complex text (4.RV.1F). • Research the historical periods and/or scientific concepts to gain a better understanding of the texts. • Utilize thematic text sets, available from division-adopted HQIM, to support knowledge building and vocabulary development by providing diverse, complex texts on related topics (4.DSR.D). • Additional literary and informational texts can be found in the <i>Cross Content Connections</i> section.
<p>Craft text-dependent questioning (in discussion and in writing) <i>4.DSR.C When responding to texts through discussion</i></p>	<ul style="list-style-type: none"> • Identify key questions from division- adopted HQIM to match the lesson’s objectives. • Ensure questioning is 	<ul style="list-style-type: none"> • Lead class in text-based question discussion, urging students to go back to the text to support their thinking (4.C.1, 4.C.2). • Respond to text-dependent questions during discussion and support reasoning with evidence from the text

<p><i>and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located</i></p>	<p>text-dependent, think through exemplar student responses that push students back to the text to support response, both in student discussion and in student writing.</p> <ul style="list-style-type: none"> Plan to extend student comprehension by writing about what is read by using division-adopted HQIM. 	<p>(4.C.1, 4.C.2)</p> <ul style="list-style-type: none"> Model Language Usage (LU) and Writing (W) standards prior to having students show their thinking via writing (4.FFW.1, 4.FFW.2, 4.W.1E, 4.LU.1A, 4.LU.1B, 4.LU.1E, 4.LU.1F). Provide opportunities for students to write in response to reading (4.FFW.1, 4.FFW.2, 4.W.1E, 4.LU.1A, 4.LU.1B, 4.LU.1E, 4.LU.1F). Students will use textual evidence to demonstrate comprehension, both orally and in writing (4.W.1, 4.LU.1).
<p>Locate points in a text to model using a comprehension strategy or give students an opportunity to use a strategy <i>4.DSR.E Monitor while reading to confirm or self-correct word recognition and understanding, as necessary</i></p>	<ul style="list-style-type: none"> Use division-adopted HQIM to identify appropriate stopping points to either: <ul style="list-style-type: none"> Model using a comprehension strategy. Give students the opportunity to apply a comprehension strategy to gain meaning from the text. 	<ul style="list-style-type: none"> <i>Teacher Think Aloud:</i> Teacher will stop at strategic, predetermined, points to model thinking and comprehension strategy (4.DSR.E, 4.RL.1, 4.RL.2). Provide opportunities for students to use reading strategies to aid and monitor their comprehension of challenging, grade-level texts (4.DSR.E).

READING INFORMATIONAL TEXT | GRADE 4 - INSTRUCTIONAL GUIDE

Prior to teaching the Grade 4 Reading Informational Text standards, review:

- [Progression Chart - Reading Informational Text](#)
- [Grades 3-5 Side-By-Side](#)

Critical for successful planning and implementation of grade level expectations for Reading Informational Text in the 2024 Standards.

- [LINK-Grade 4 Understanding the Standards- Reading Informational Texts](#)

Teacher's Note:

- Use the Grade 4 Understanding the Standards.
- Reading comprehension focuses on understanding complex informational text, textual elements, structures and purposes.
- Key Ideas and Confirming Details focuses on students summarizing the main idea using evidence from the text, summarizing the events, including what happened and why, and explaining textual evidence that supports the author's opinion found within the text.
- Craft and Style focuses on author's choice of vocabulary, text-features, organizational pattern, language structures, and perspective are used to convey a message.
- Integration of Concepts focuses making connections between and within informational texts.
- Grade 4 students read complex, grade-level texts based on the Appendix of the 2024 English *Standards of Learning*.
- Vocabulary words should be culled from student reading instead of using random lists and should not be only taught in isolation.
- Use literary and informational texts paired on a common theme or topic.
- Students compare/contrast to deepen knowledge of a topic.
- Integrate the strands using thematic units and students should be given opportunities to write about what they have read.

Reading Informational Text

4.RI The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.

4.RI.1 Key Ideas and Confirming Details

- A. Summarize the main idea of multi-paragraph texts and the specific paragraphs within them, explaining how key details support the main idea.
- B. Summarize events, procedures, ideas, or concepts in historical, scientific, or technical texts, including what happened and why.
- C. Distinguish between fact and opinion and explain how an author uses reasons and evidence to support opinions within texts.

4.RI.2 Craft and Style

- A. Explain how authors select an organizational pattern (e.g., cause/effect, comparison/contrast, problem/solution) using transitional words and phrases to support their purpose and a reader’s understanding of a text.
- B. Apply knowledge of text features and search tools in multiple print and digital sources to locate and categorize information efficiently and gain meaning.
- C. Explain the author’s purpose for writing, including what the author wants to answer, explain, or describe based on the connections between particular sentences and paragraphs.

4.RI.3 Integration of Concepts

- A. Use prior (experience) and background (content) knowledge as context for new learning.
- B. Compare and contrast multiple accounts of the same event or topic and describe the differences in focus and the information provided.
- C. Describe the relationship between a series of historical events, scientific concepts, or steps in technical procedures using words that pertain to comparison, sequence, or cause and effect.

Planning for Literacy Instruction + Integration of Standards		
Standard	Considerations for Planning	Instructional Approaches for Integrating Strands
<p>Select a complex text <i>4.DSR.A Read a variety of grade-level complex texts with accuracy, automaticity, appropriate</i></p>	<ul style="list-style-type: none"> • Appendix of the 2024 <i>English Standards of Learning</i> (p.105). • Educators will utilize division- adopted 	<ul style="list-style-type: none"> • Grade 4-5 Lexile band on the Appendix 740-1010 (<i>4.DSR.A</i>). • Select text strategically to explain how authors use organizational patterns to support purpose and understanding of the text (<i>4.RI.2A</i>).

<p><i>rate, and meaningful expression in successive readings to support comprehension.</i></p>	<p>HQIM for text selections.</p>	
<p>Demands of the Text* <i>4.DSR.A Read a variety of grade-level complex texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension.</i></p> <p><i>4.DSR.B Proficiently read and comprehend a variety of literary and informational texts.</i></p>	<ul style="list-style-type: none"> • How will the teacher ensure all students are engaging with and reading the complex text? • What are the knowledge demands of the text (Literary knowledge, background knowledge, vocabulary knowledge)? • Examine the text to locate authentic opportunities to highlight, apply, or integrate additional standards to enhance students’ understanding of the text. 	<ul style="list-style-type: none"> • Identify explicit stopping points to model and teach students how to use their knowledge of syllabication, syllable types, and morphology (suffixes, prefixes, root/base) to decode and comprehend unfamiliar words (<i>4.RV.1E, 4.FFR.3</i>). • Provide opportunities for students to apply their knowledge of syllabication, syllable types, and morphology to read grade-level, high-frequency words with automaticity and accuracy (<i>4.RV.1E, 4.FFR.3</i>). • Guide students through word analysis, including recognizing the morphological structure of new vocabulary words (e.g., breaking down words into roots, prefixes, and suffixes) to aid in understanding complex text (<i>4.RV.1, 4.FFR.3</i>). • Explicitly teach characteristics informational texts (e.g. text structure, text features). (<i>4.C.1, 4.W.1, 4.RI.2</i>). • Provide students with opportunities to read grade-level complex text. Students can: <ul style="list-style-type: none"> ○ Chorally read grade-level literary text (<i>4.DSR.A</i>), ○ Partner read with a strategically selected partner for second read of text, ○ Partner read grade level text. • Provide sentence frames to support both oral language and writing (<i>4.RV.1, 4.W.1, 4.LU.1, 4.RI</i>). • Discuss meanings of complex words and phrases

		<p>acquired while reading literature (4.RV.1B, 4.RL.1, 4.RL.2, 4.RL.3, 4.C.1).</p> <ul style="list-style-type: none"> • Students will discuss how an author uses language facts and opinions, and organizational patterns based on the purpose for writing (4.RI.2, 4.RI.3, 4.RV.1). • *Provide scaffolded assistance as needed.
<p>Connect to previously read text to build knowledge + vocabulary understanding <i>4.DSR.D Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning.</i></p>	<ul style="list-style-type: none"> • How will the teacher use Text Sets (<i>Cross Content Connections – Literary and Informational paired texts</i>)? • Approved core curriculums will build thematic units. • How does the selected grade level informational text support student understanding of text structures? 	<ul style="list-style-type: none"> • Explicitly teach new words using vocabulary protocol that provides opportunities for students to engage with the word meaning (4.RV.1). <ul style="list-style-type: none"> ○ Provide students with student friendly definition. ○ Provide examples and non-examples in context. ○ Provide related words. ○ Provide opportunities for students to use word in speaking and writing. • Build background knowledge through visuals based on demands of the text students will read in the lesson (4.RV.1A, 4.RV.1F). • Research the historical periods and/or scientific concepts to gain a better understanding of the texts. • Utilize thematic text sets, available from division-adopted HQIM, to support knowledge building and vocabulary development by providing diverse, complex texts on related topics (4.DSR.D). • Additional literary and informational texts can be found in the <i>Cross Content Connections</i> section.
<p>Craft text-dependent questioning (in discussion and in writing) <i>4.DSR.C When responding</i></p>	<ul style="list-style-type: none"> • Identify key questions from division- adopted HQIM to match the lesson’s objectives. 	<ul style="list-style-type: none"> • Lead class in text-based question discussion, urging students to go back to the text to support their thinking (4.C.1, 4.C.2). • Respond to text-dependent questions during

<p><i>to texts through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located</i></p>	<ul style="list-style-type: none"> • Ensure questioning is text-dependent, think through exemplar student responses that push students back to the text to support response, both in student discussion and in student writing. • Plan to extend student comprehension by writing about what is read by using HQIM. • Integrate/model writing utilizing the organizational patterns used in informational text selection. 	<p>discussion/in writing and support reasoning with evidence from the text (4.C.1, 4.C.2, 4.W.1, 4.LU.1, 4.RI).</p> <ul style="list-style-type: none"> • Model Language Usage (LU) and Writing (W) standards prior to having students show their thinking via writing (4.FFW.1, 4.FFW.2, 4.W.1E, 4.LU.1A/B/E/F). • Write in response to reading (4.FFW.1, 4.FFW.2, 4.W.1E, 4.LU.1A/B/E/F). • Students will use textual evidence to demonstrate comprehension, both orally and in writing (4.W.1, 4.LU.1).
<p>Locate points in a text to model using a comprehension strategy or give students an opportunity to use a strategy <i>4.DSR.E Monitor while reading to confirm or self-correct word recognition and understanding, as necessary</i></p>	<ul style="list-style-type: none"> • Use division-adopted HQIM to identify appropriate stopping points to either: <ul style="list-style-type: none"> ○ Model using a comprehension strategy. ○ Identify points to describe structural differences between organizational pattern(s) utilized. 	<ul style="list-style-type: none"> • Teacher Think Aloud: Teacher will stop at strategic points to model thinking and comprehension strategy (4.DSR.E, 4.RI.1/2). • Stop at strategic points to model/explain thinking behind author’s organizational pattern and students will explain how text structure shows how new information being presented is related or connected throughout the text (4.RL.2). • Provide opportunities for students to use reading strategies to aid and monitor their comprehension of challenging, grade-level texts (4.DSR.E).

	<ul style="list-style-type: none"> ○ Provide explanations for how author selected organizational pattern based on purpose of text and how text structure/organization supports a reader's comprehension. ● Give students the opportunity to apply a comprehension strategy to gain meaning from the text. 	
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WRITING & LANGUAGE USAGE | GRADE 4 - INSTRUCTIONAL GUIDE

Prior to teaching the Grade 4 Writing and Language Usage standards, review:

- [Progression Chart - Writing](#)
- [Progression Chart - Language Usage](#)
- [Grades 3-5 Side-By-Side](#)

Critical for successful planning and implementation of grade level expectations for Writing and Language Usage in the 2024 Standards.

- [LINK- Grade 4 Understanding the Standards-Writing](#)
- [LINK- Grade 4 Understanding the Standards- Language Usage](#)

Teacher's Note:

- Use the Grade 4 Understanding the Standards.
- Recognize the difference between teaching writing and assigning writing.

- Requiring students to use a prescribed model (e.g., five paragraphs) often produces formulaic writing and limits student expression and voice, therefore there is not a required number of paragraphs or prescribed structure.
- Model quality writing through published works and authentic texts.
- Embed practice with the grammatical expectations in Language Usage for Grade 4. Point out how skilled authors use punctuation and grammar to enhance the meaning of their work; discuss and model for students using authentic examples from various authors.
- Grammar instruction and practice should be integrated during reading, writing, and discussion.
- Address the features of the three domains of writing:
 - Composing—focusing on clear, well-developed paragraphs; providing elaboration, organization, and unity.
 - Written Expression—sentence variation, selected information, word choice, voice, and tone.
 - Language Usage/Mechanics—grammar, punctuation, and usage as appropriate for the grade level.
- Model how to include narrative techniques in multiple forms of writing.
- Use writing conferences and portfolios to monitor student progress and provide the opportunity for students to have practice writing on demand, for shorter time frames, and over extended periods of time.
- Provide opportunities for students to choose the topic, audience, and purpose.

Writing

4.W The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.

4.W.1 Modes and Purposes for Writing

- A. Recognize different forms of writing (narrative, expository, and opinion) have distinct patterns of organization to support their purpose.
- B. Write personal or fictional narratives that are logically organized around a central problem or conflict.
- C. Write expository texts to examine a topic that develops the focus with facts, details, or other information and uses linking words to connect ideas.
- D. Write persuasive pieces on topics or texts, that express a clear opinion support by facts, details, and reasons.
- E. Write in response to text(s) read (including summaries, reflections, and descriptions) to demonstrate thinking with details, examples, and other evidence from the text, using linking words to connect ideas.

4.W.2 Organization and Composition

- A. Engage in writing as a process to compose well-developed paragraphs. This includes:

- i. Providing an introduction that includes a clear topic sentence that connects to the central idea.
- ii. Developing, selecting, and organizing ideas relevant to topic, purpose, and genre using precise language and topic-specific words and phrases, descriptive details, and sensory language.
- iii. Using transition words and prepositional phrases to vary sentence structure and link sentences.
- iv. Providing a concluding statement or section.

4.W.3 Usage and Mechanics

- A. With guidance and support from peers and adults, develop and strengthen writing as needed by revising for quality of ideas, organization, sentence fluency, and word choice.
- B. Self-and-peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade-level expectations).

Language Usage

4.LU The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.

4.LU.1 Grammar

- A. Produce, expand, and rearrange simple and compound sentences, including prepositional phrases, when speaking and writing.
- B. Use coordinating (e.g., *and*, *but*), subordinating (e.g., *although*, *because*) conjunctions to join words and phrases in a sentence.
- C. Use adjectives to compare and describe noun or noun phrases with specificity when speaking and writing.
- D. Use modal words (e.g., *can*, *may*, *must*) to convey various conditions when speaking and writing.
- E. Use standard subject-verb agreement when speaking and writing.
- F. Use standard noun-pronoun agreement when speaking and writing.

4.LU.2 Mechanics

- A. Use commas in series, dates, addresses, and letters in writing.
- B. Use commas and quotation marks to indicate dialogue in writing.
- C. Use apostrophes to form contractions and to show possession in writing.
- D. Use conventional spelling for high-frequency and other studied words and grade level word analysis knowledge.
- E. Consult reference materials to check and correct spelling.

Planning for Literacy Instruction + Integration of Standards

Standard	Considerations for Planning	Instructional Approaches for Integrating Strands
<p>Select an exemplar of the type of writing <i>4.DSR.A Read a variety of grade-level complex texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension.</i></p>	<ul style="list-style-type: none"> • Utilize model texts of the type of writing <ul style="list-style-type: none"> ○ texts from division adopted HQIM, ○ texts from multiple sources, ○ student exemplar. 	<ul style="list-style-type: none"> • When selecting a model text consider the purpose and characteristics of the writing (narrative, expository, descriptive, opinion, persuasive). • How the author makes purposeful choices to express their message (text structure, word choice, style, organization)?
<p>Connect to previous knowledge <i>4.DSR.D Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background</i></p>	<ul style="list-style-type: none"> • How does this writing instruction connect to previously instruction? <ul style="list-style-type: none"> ○ Educators will plan to build writing instruction off previous steps in the writing process. 	<ul style="list-style-type: none"> • Make connections between previously read text from the division adopted HQIM and the exemplar of the type of writing to collaboratively brainstorm common characteristics (<i>4.W.1A, 4.W.1D</i>). • Use graphic organizer(s) from division-adopted HQIM to support planning process (<i>4.W.2A</i>). • Provide opportunities for students to respond to the text in various ways including summaries of the main points, personal reflections, and critiques of the texts.

<p><i>knowledge as context for new learning</i></p>		
<p>Skills in Practice</p> <p><i>4.DSR.C When responding to texts through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).</i></p> <p><i>4.DSR.E Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to common organizational text structures, summarizing, asking questions of the text, and others (Reading</i></p>	<ul style="list-style-type: none"> • How will the teacher ensure all students are engaging in the writing process (Modeled, Shared writing, Sentence level/sentence stems, Paragraph stems, Graphic organizers to support organization and thinking)? • How will the teacher ensure that all students can access the mentor or exemplar texts? 	<ul style="list-style-type: none"> • Support students in responding to the texts including summaries of the main points, personal reflections, and critiques of the texts. • Combine, revise, and edit shorter pieces students previously wrote (e.g., reader’s response journals or quick writes) to develop extended pieces of writing to emphasize writing being a continuous process. • Use example sentence and/or paragraph for students to use as models (e.g. sentence structure, word choice, language usage) (4.W.2A). • Guide students through the revision process to ensure writing is organized around a central idea using elaboration, and transition words. Guide students through the editing process to ensure appropriate use of punctuation, correct spelling, and sentence variety. • Provide opportunities to apply the newly learned words and phrases in discussions and writing. (4.C.1, 4.W.1E, 4.W.3A).

<i>Strategies 3-12).</i>		
Locate points to model author decision making <i>4.DSR.E Monitor while reading to confirm or self-correct word recognition and understanding, as necessary</i>	<ul style="list-style-type: none"> • How can the teacher demonstrate how authors make purposeful decisions to make their writing clear to their readers? • How can the teacher model working through the writing process? 	<ul style="list-style-type: none"> • Model using graphic organizers to plan their writing (4.W.1, 4.W.2). • Use think alouds to demonstrate decision making (4.W.1, 4.RL). • Model using the writing process (planning, drafting, revisions, editing, publishing).

COMMUNICATION & MULTIMODAL LITERACIES AND LANGUAGE USAGE | GRADE 4 - INSTRUCTIONAL GUIDE

Prior to teaching the Grade 4 Communication & Multimodal Literacies and Language Usage standards, review:

- [Progression Chart – Communication and Multimodal Literacies](#)
- [Progression Chart - Language Usage](#)
- [Grades 3-5 Side-By-Side](#)

Critical for successful planning and implementation of grade level expectations for Communication & Multimodal Literacies and Language Usage in the 2024 Standards.

- [LINK- Grade 4 Understanding the Standards- Communication & Multimodal Literacies](#)
- [LINK- Grade 4 Understanding the Standards- Language Usage](#)

Teacher’s Note:

- Use the Grade 4 Understanding the Standards.
- Create opportunities to develop effective oral communication and collaboration skills.

- Model expectations for how students should participate in discussion on Grade 4 topics and texts, while collaborating with diverse partners.
- Build students’ skills around speaking and presentation of ideas.
- Explicitly teach effective presentation skills with audience involvement.
- Provide opportunities for students to create interactive, multimodal presentations. Multimodal is the strategic use of two or more interdependent modes of communication where both/all modes are essential to convey the intended message (e.g., graphics, written language, moving images, music, audio, presentation technologies, movement).

Communication and Multimodal Literacies

4.C The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.

4.C.1 Communication, Listening and Collaboration

- A. Participate in a range of sustained collaborative discussions with diverse partners on grade four topics and texts. This includes:
- i. Listening actively and speaking using agreed-upon discussion rules.
 - ii. Respectfully building on others’ ideas and clearly expressing their own.
 - iii. Asking and answering specific questions to clarify concepts, share, or follow up on information, make connections, and confirm new understanding(s).
 - iv. Using evidence, examples, or details to support opinions and conclusions.
 - v. Actively engaging throughout the collaboration.

4.C.2 Speaking and Presentation of Ideas

- A. Report orally on a topic or text, tell a story, or recount an experience in an organized manner. This includes:
- i. Using descriptive details and appropriate facts to support themes or central ideas.
 - ii. Speaking audibly with appropriate pacing, prosody, and voice level.
 - iii. Using language (formal or informal) and style as appropriate to the audience, topic, or purpose.
 - iv. Encouraging audience participation through planned interactions (e.g., questioning, discussion, gathered responses, and movement).

4.C.3 Integrating Multimodal Literacies

- A. Select, organize, and create engaging presentations that include multimedia components and visual displays.

- B. Strategically use two or more interdependent modes of communication to convey the intended message and enhance the development of main ideas of themes.

4.C.4 Examining Media Messages

- A. Differentiate between auditory, visual, and written media messages (e.g., videos, podcasts, print advertisements) and their purposes (to explain, to inform, to persuade).
- B. Compare and contrast how ideas and topics are depicted (e.g., animation, famous images and words, music and sound, photo-editing) in a variety of media and formats.

Language Usage

4.LU The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.

4.LU.1 Grammar

- A. Produce, expand, and rearrange simple and compound sentences, including prepositional phrases, when speaking and writing.
- B. Use coordinating (e.g., *and*, *but*), subordinating (e.g., *although*, *because*) conjunctions to join words and phrases in a sentence.
- C. Use adjectives to compare and describe noun or noun phrases with specificity when speaking and writing.
- D. Use modal words (e.g., *can*, *may*, *must*) to convey various conditions when speaking and writing.
- E. Use standard subject-verb agreement when speaking and writing.
- F. Use standard noun-pronoun agreement when speaking and writing.

4.LU.2 Mechanics

- A. Use commas in series, dates, addresses, and letters in writing.
- B. Use commas and quotation marks to indicate dialogue in writing.
- C. Use apostrophes to form contractions and to show possession in writing.
- D. Use conventional spelling for high-frequency and other studied words and grade level word analysis knowledge.
- E. Consult reference materials to check and correct spelling.

Standard	Considerations for Planning	Instructional Approaches for Integrating Strands
Reading Literary Texts	<ul style="list-style-type: none"> • How will the teacher support students responding to text-dependent questions? • Plan for and/or structure literacy instruction for students to regularly engage in sustained, collaborative discussions about grade-level texts. 	<ul style="list-style-type: none"> • Sentence stems/starters to build academic language and responses around grade-level text (<i>4.RL.1, 4.RL.2, 4.RL.3, 4.C.1</i>). • Text-dependent questioning to lead to deep discussions (<i>4.RL.1, 4.RL.2, 4.RL.3</i>). • Encourage students to participate in Socratic seminars.
Reading Informational Texts	<ul style="list-style-type: none"> • How will the teacher support students responding to text-dependent questions? • Plan for and/or structure literacy instruction for students to regularly engage in sustained, collaborative discussions about grade-level texts. • Teachers will plan (and integrate with Research (R) and Informational Text (RI)) for students to develop the ability to 	<ul style="list-style-type: none"> • Use sentence stems/starters to build academic language and responses around grade level text (<i>4.RI.1, 4.RI.2, 4.RI.3, 4.C.1</i>). • Use text-dependent questioning to lead to deep discussions (<i>4.RI.1, 4.RI.2, 4.RI.3</i>).

	interpret information in media.	
Reading and Vocabulary	<ul style="list-style-type: none"> • How is the teacher supporting students to learn, use, and develop their general academic and content specific vocabulary? 	<ul style="list-style-type: none"> • Explicitly teach vocabulary tied to Grade 4 texts and topics (4.RV.1). • Model using taught vocabulary during daily instruction when speaking and writing (4.RV.1J).
Writing and Language Usage	<ul style="list-style-type: none"> • How will the teacher instruct and/or provide feedback on oral language usage to support classroom instruction and student response? 	<ul style="list-style-type: none"> • Model appropriate language usage; students can call and response and/or repeat back (4.C.1, 4.LU.1).
Research	<ul style="list-style-type: none"> • How will the teacher support effective speaking and the presentation of ideas in order for students to communicate research findings successfully? • Plan for experiences where students are asked to present in an organized and concise manner, providing evidence to support their 	<ul style="list-style-type: none"> • Integrate opportunities for students to research and present ideas on various aspects of both literary and informational nonfiction texts in various formats (4.R.1E).

	main ideas, as founded through research.	
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RESEARCH | GRADE 4 - INSTRUCTIONAL GUIDE

Prior to teaching the Grade 4 Research standards, review:

- [Progression Chart - Research \(K-12\)](#)
- [Grades 3-5 Side-By-Side](#)

Critical for successful planning and implementation of grade level expectations for Research in the 2024 Standards.

- [LINK- Grade 4 Understanding the Standards- Research](#)

Teacher's Note:

- Use the Grade 4 Understanding the Standards.
- Model how to evaluate relevance and reliability of information collected to create a research product.
- Students formulate questions, evaluate the validity and reliability of their research from various sources, and apply it in their own writing and responses to texts read.
- Use the librarian/media specialist's expertise in teaching the research process.
- Instruct students to be aware of possible consequences of plagiarism.
- Emphasize giving credit to all sources used when gathering information, including music and graphics.
- Model responsible use of the Internet.

Research

4.R The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade four content and texts, solve problems, and support cross-curricular learning.

4.R.1 Evaluation and Synthesis of Information

- A. Construct and formulate questions about a topic.
- B. Identify search terms to locate information on the topic and gather relevant information from various print and digital sources.
- C. Organize and synthesize information from the print and digital resources determining the relevance and reliability of

the information gathered.

- D. Develop notes that include important concepts, summaries, and identification of information sources.
- E. Organize and share information orally, in writing, or through visual display.
- F. Avoid plagiarism and give proper credit by providing citations whenever using another person’s media, facts, ideas, graphics, music, and direct quotations.

Planning for Literacy Instruction + Integration of Standards		
Standard	Considerations for Planning	Instructional Approaches for Integrating Strands
<p>Select the purpose for research <i>4.DSR.D Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary K-12).</i></p>	<ul style="list-style-type: none"> • Utilize theme from division- adopted HQIM. • Utilize opportunities for cross-content connections when researching topics or themes from History and Social Science, and Science. 	<ul style="list-style-type: none"> • Use a variety of literary and informational nonfiction texts to provide opportunities to compare and contrast topics and ideas (4.RL.3B, 4.R1.3B).

<p>Connect to previous knowledge/work <i>4.DSR.D Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning</i></p>	<ul style="list-style-type: none"> • How does this research connect to the topics and themes students are learning? • Plan for how students will share new knowledge garnered from research and continue to ask questions to deepen understanding. 	<ul style="list-style-type: none"> • Use research to organize and share information orally, in writing, or through visual display (4.R.1E). • Research to build background knowledge on grade level content and texts (4.RL.3A, 4.RI.3A).
<p>Skills in Practice <i>4.DSR.C When responding to texts through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located</i></p>	<ul style="list-style-type: none"> • Plan for integrating student research with expository writing (W, L) instruction and student reading of informational text (RI, RV). 	<ul style="list-style-type: none"> • Provide opportunities during reading and writing instruction for students to formulate questions about specific literary or informational nonfiction text topics (4.R.1A). • Provide opportunities for students to revise research questions (4.R.1A). • Determine words/terms that can be used when searching for more information on various topics (4.R.1B). • Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text and assist students in summarizing, paraphrasing, or asking questions about the text (4.DSR).

<p><i>(Textual Evidence, K-12).</i></p> <p><i>4.DSR.E Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to common organizational text structures, summarizing, asking questions of the text, and others (Reading Strategies 3-12).</i></p>		<p><i>A, 4.DSR.E).</i></p>
<p>Modeling</p> <p><i>4.DSR.C When responding to texts through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).</i></p>	<ul style="list-style-type: none"> • How can the teacher model working through the research process? • Utilize examples of finished research products (papers, multimodal presentations). 	<ul style="list-style-type: none"> • Model how to respond to topics using notes and information from print and digital literary and informational nonfiction texts (<i>4.R.1C, 4.R.1D</i>). • Model how to evaluate sources and gather information, organize and synthesize information, and cite sources. • Demonstrate how to respond to topics using evidence from various text sources and how to avoid plagiarism when using another person’s work (<i>4.R.1F, 4.DSR.C</i>).

<p>4.DSR.E Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to common organizational text structures, summarizing, asking questions of the text, and others (Reading Strategies 3-12).</p>		
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GRADE 4 CROSS CONTENT CONNECTIONS

Developed in collaboration with the Virginia Department of Education’s History and Science Department

Teacher’s Note about Lexile Levels and Pairing Text: The Virginia English *Standards of Learning* focus on building student ability to read and understand grade-level complex text and express that understanding clearly through writing and speaking. The English *Standards of Learning* emphasize the role of close engagement with text in students building knowledge about the world. A coherent sequence of texts around a clear topic or line of inquiry will support students in building vocabulary and background knowledge. In addition to educators utilizing their division, adopted approved HQIM, text sets are one tool for educators in planning units of instruction to help students meet the demands of the standards. Additionally, Virginia K-5 educators will utilize HQIM throughout the entirety of the core literacy instructional time. Educators should seek opportunities to reinforce the English *Standards of Learning* throughout the instructional day. While there is no single process for developing text sets, students should be anchored in grade-level complex text. Grade-level complex text is both a quantitative and qualitative decision-making process. In the sample text sets below, organized around grade level science and/or social studies content, students will be engaged in grade-level complex text for the bulk of instructional time. However, teachers may decide to introduce a topic and/or build understanding around a theme or area of knowledge by reading a text that is below the quantitative grade band outlined in the Appendix of the English *Standards of Learning* with the intent of utilizing the

knowledge/vocabulary/topics in that text to scaffold students in accessing grade-level text and expressing comprehension of what they’ve read in both writing and speaking.

Note: The included texts are intended to serve as a suggested sample for compiling text variety within a suggested topic. When determining texts and materials to utilize in the classroom, it is key that all educators adhere to and follow the guidance of their local school board and division.

Science		
<i>Grade 4 Quantitative Range (740-1010) from Appendix of the 2024 English Standards of Learning</i>		
Theme	Literary Text(s) + Lexile	Informational Text(s) + Lexile
Our Place in the Solar System	<ul style="list-style-type: none"> • <i>Magic School Bus Our Solar System</i> by Joanna Cole (870L) 	<ul style="list-style-type: none"> • <i>Reaching for the Moon</i> by Buzz Aldrin (860L) • <i>Where is Our Solar System</i> by Stephanie Sabol (780L) • <i>Magic Tree House Fact Tracker: Space</i> by Will Osborne and Mary Pope Osborne (760L)
Living Systems and Process (Ecosystems)	<ul style="list-style-type: none"> • <i>Wild Robot</i> by Peter Brown (740L) • <i>Song for a Whale</i> by Lynne Kelly (800L) 	<ul style="list-style-type: none"> • <i>Ecosystems</i> by Nancy Finton (860L) • <i>Desert Ecosystems</i> by Tammy Gagne (860L) • <i>Grassland Ecosystems</i> by Pam Watts (890L) • <i>Ocean Ecosystems</i> by Melissa Higgins (820L) • <i>Tundra Ecosystems</i> by Tammy Gagne (820L) • <i>Wetland Ecosystems</i> by Nikole Brooks Bethea (840L) • <i>Coral Reef Ecosystems</i> by Tammy Gagne

		<p>(820L)</p> <ul style="list-style-type: none"> • <i>Rain Forest Ecosystems</i> by Tammy Gagne (850L) • <i>Woodland Ecosystems</i> by Racquel Foran (860L) • <i>Animal Behavior: Animal Defenses</i> by Christinia Wilsdon
<p>Earth and Space Systems (Weather)</p>	<ul style="list-style-type: none"> • <i>I Survived Hurricane Katrina, 2005</i> by Lauren Tarshis (590L) 	<ul style="list-style-type: none"> • <i>Boy, Were We Wrong About the Weather!</i> by Kathleen Kudlinski (770L) • <i>Lightning</i> by Stephen Kramer (870L) • <i>Weather</i> by Claudia Martin (800L) • <i>Weather</i> by Steve Way, Felicia Law (860L) • <i>Everything Weather</i> – National Geographic (950L)
<p>Earth Resources (Virginia’s natural resources)</p>	<ul style="list-style-type: none"> • <i>Chadwick and the Garplegrungen</i> by Priscilla Cummings (700L) • <i>The City of Ember</i> by Jeanne DePrau (680L) 	<ul style="list-style-type: none"> • <i>Natural Resources</i> by Annabel Griffin (910L) • <i>Coal</i> by Ruth Daly (880L) • <i>Natural Gas</i> by Jazon McClure (980L) • <i>EXPLORE NATURAL RESOURCES!</i> by Anita Yasuda (840L) • <i>Coal</i> by Christin Ditchfield (800L) • <i>Natural Resources Eco Facts</i> by Izzi Howell (980L) • <i>Plants and Animals of the Chesapeake Bay</i> by Kathleen Connors (1050L) • <i>Awesome Chesapeake</i> by David Owen Bell (1080L)

		<ul style="list-style-type: none"> • <i>Discover Chesapeake Bay</i> by Leah Kaminski (840L) • <i>National Geographic Kids: Everything Rocks and Minerals</i> by Steve Tomecek (1070L) • <i>Virginia (A True Book)</i> by Jennifer Hackett (920L) • <i>Virginia</i> by Lisa Owings (760L) • <i>Rocks and Minerals</i> by Tracy Staedter, Carolyn Rebbert (930L)
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Social Studies		
<i>Grade 4 Quantitative Range (740-1010) from Appendix of the 2024 English Standards of Learning</i>		
Theme	Literary Text(s) + Lexile	Informational Text(s) + Lexile
Geography	Set in Virginia: <ul style="list-style-type: none"> • <i>Misty of Chincoteague</i> by: Marguerite Henry (750L) • <i>Bridge to Terabithia</i> by: Katherine Paterson (810 L) • <i>The Relatives Came</i> by Cynthia Rylant (940L) 	<ul style="list-style-type: none"> • <i>Appalachian Region</i> by Ellen Mitten (1010L) • <i>Virginia</i> by Lisa Owings (760L) • <i>Virginia (A True Book)</i> by Jennifer Hackett (920L) • <i>Discover Chesapeake Bay</i> by Leah Kaminski (840L)
Indigenous Peoples	<ul style="list-style-type: none"> • <i>Island of the Blue Dolphins</i> by: Scott O’Dell (1000L) 	<ul style="list-style-type: none"> • <i>Indigenous Peoples</i> by Robin Koontz (840L)
1607-American Revolution	<ul style="list-style-type: none"> • <i>Blood on the River</i> by: Elisa Carbone (820L) • <i>By the Light of Fireflies</i> by: Jenni Walsh 	<ul style="list-style-type: none"> • <i>The Jamestown Colony Disaster</i> by Marcia Amidon Lusted (710L) • <i>The Declaration of Independence (A True Book: American History)</i> by Elaine

	<ul style="list-style-type: none"> • <i>Toliver’s Secret</i> by Esther Wood Brady (740L) 	<ul style="list-style-type: none"> Landau (780L) • <i>Where was Patrick Henry on the 29th of May?</i> By Jean Fritz (1000L) • <i>A Spy Called James: The True Story of James Lafayette, Revolutionary War Double Agent</i> by Anne Rockwell (940L)
Political Growth + Westward Expansion	<ul style="list-style-type: none"> • <i>Prairie Lotus</i> by Linda Sue Park (730L) 	<ul style="list-style-type: none"> • <i>Aaron and Alexander: The Most Famous Dule in American History</i> by Don Brown (890L) • <i>The Lewis and Clark Expedition</i> by John Perritano (880L)
Civil War + Postwar	<ul style="list-style-type: none"> • <i>Pink and Say</i> by Patricia Polacco (600L) 	<ul style="list-style-type: none"> • <i>The Civil War</i> by Peter Benoit (870L) • <i>Blast Back!</i> By Nancy Ohlin (1000L) • <i>When Did It Happen in the Civil War?</i> by Carole Marsh (700L) • <i>Reconstruction</i> by Amanda Kolpin (720L)
Virginia: 1900- Present	<ul style="list-style-type: none"> • <i>Freedom on the Menu</i> by Carole Boston Weatherford (600L) • <i>Holes</i> by: Louis Sachar (660L) • <i>With the Might of Angels: The Diary of Dawnie Rae Johnson, Hadley, Virginia 1954</i> by Andrea Davis Pinkney (740L) • <i>Hidden Figures</i> by Margot Lee Shetterly (980L) 	<ul style="list-style-type: none"> • <i>Reaching for the Moon the Autobiography of NASA Mathematician Katherine Johnson</i> by Katherine Johnson (1070L)

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