

Main Criteria: Discoveries in Writing

Secondary Criteria: Virginia Standards of Learning

Subject: Language Arts

Grade: 4

Discoveries in Writing

Lesson 01: Unit 1 Note Making and Outlines, p. 11-18

Virginia Standards of Learning

Language Arts

Grade 4 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	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.
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	4.RV.	The student will systematically build vocabulary and word knowledge based on grade-four content and texts.
INDICATOR / STANDARD	4.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of texts relevant to a grade four topic or subject area.
INDICATOR	H.	Use strategies to infer word meanings.
INDICATOR	J.	Use newly learned words and phrases in discussions and speaking activities.

**STRAND /
TOPIC****Foundations for Writing**

STANDARD / STRAND	4.FFW.	The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.
INDICATOR / STANDARD	4.FFW.2.	Spelling

INDICATOR B. Use phoneme/grapheme (sound/symbol) correspondences to decode (read) and encode (spell) grade-level high-frequency words with automaticity and accuracy.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	4.W.	The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.
INDICATOR / STANDARD	4.W.1.	Modes and Purposes for Writing

INDICATOR A. Recognize different forms of writing (narrative, expository, and persuasive) have distinctive patterns of organization to support their purpose.

INDICATOR 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.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	4.W.	The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.
INDICATOR / STANDARD	4.W.2.	Organization and Composition
INDICATOR	A.	Engage in writing as a process to compose well-developed paragraphs. This includes:

PROGRESS
INDICATOR ii. Developing, selecting, and organizing ideas relevant to the topic, purpose, and genre using precise language and topic-specific words and phrases, descriptive details, and sensory language.

**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	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.
INDICATOR / STANDARD	4.LU.1.	Grammar

INDICATOR A. Produce, expand, and rearrange simple and compound sentences, including prepositional phrases, when speaking and writing.

**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	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.
INDICATOR / STANDARD	4.LU.2.	Mechanics

INDICATOR	D.	Use conventional spelling for high-frequency and other studied words and grade level word analysis knowledge.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	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.
INDICATOR / STANDARD	4.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of sustained collaborative discussions with diverse partners on grade four topics and texts. This includes:

PROGRESS INDICATOR	i.	Listening actively and speaking using agreed-upon discussion rules.
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PROGRESS INDICATOR	iv.	Using evidence, examples, or details to support opinions and conclusions.
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STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	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.
INDICATOR / STANDARD	4.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text, tell a story, or recount an experience in an organized manner. This includes:

PROGRESS INDICATOR	i.	Using descriptive details and appropriate facts to support themes or central ideas.
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Lesson 02: Unit 2 Writing from Notes, p. 19-26

Virginia Standards of Learning

Language Arts

Grade 4 - Adopted: 2024

STRAND / TOPIC	Developing Skilled Readers and Building Reading Stamina	
STANDARD / STRAND	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.
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).

STANDARD / STRAND	4.W.	The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.
INDICATOR / STANDARD	4.W.2.	Organization and Composition
INDICATOR	A.	Engage in writing as a process to compose well-developed paragraphs. This includes:

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

Writing

STANDARD / STRAND	4.W.	The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.
INDICATOR / STANDARD	4.W.3.	Usage and Mechanics

INDICATOR	B.	Self-and peer-edit the writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	4.LU.2.	Mechanics

INDICATOR	D.	Use conventional spelling for high-frequency and other studied words and grade level word analysis knowledge.
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INDICATOR	E.	Consult reference materials to check and correct spelling.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	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.
INDICATOR / STANDARD	4.C.1.	Communication, Listening, and Collaboration

INDICATOR	A.	Participate in a range of sustained collaborative discussions with diverse partners on grade four topics and texts. This includes:
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PROGRESS INDICATOR	i.	Listening actively and speaking using agreed-upon discussion rules.
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**STRAND /
TOPIC****Research**

STANDARD / STRAND	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.
INDICATOR / STANDARD	4.R.1.	Evaluation and Synthesis of Information

INDICATOR D. Develop notes that include important concept, summaries, and identification of information sources.

Lesson 03: Unit 2 Writing from Notes, p. 27-34

Virginia Standards of Learning

Language Arts

Grade 4 - Adopted: 2024

**STRAND /
TOPIC****Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	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.
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).

**STRAND /
TOPIC****Reading and Vocabulary**

STANDARD / STRAND	4.RV.	The student will systematically build vocabulary and word knowledge based on grade-four content and texts.
INDICATOR / STANDARD	4.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of texts relevant to a grade four topic or subject area.
INDICATOR	H.	Use strategies to infer word meanings.

INDICATOR	J.	Use newly learned words and phrases in discussions and speaking activities.
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STRAND / TOPIC Foundations for Writing

STANDARD / STRAND	4.FFW.	The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.
INDICATOR / STANDARD	4.FFW.2.	Spelling

INDICATOR	B.	Use phoneme/grapheme (sound/symbol) correspondences to decode (read) and encode (spell) grade-level high-frequency words with automaticity and accuracy.
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STRAND / TOPIC Writing

STANDARD / STRAND	4.W.	The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.
INDICATOR / STANDARD	4.W.1.	Modes and Purposes for Writing

INDICATOR	A.	Recognize different forms of writing (narrative, expository, and persuasive) have distinctive patterns of organization to support their purpose.
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INDICATOR	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.
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INDICATOR	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.
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STRAND / TOPIC Writing

STANDARD / STRAND	4.W.	The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.
INDICATOR / STANDARD	4.W.2.	Organization and Composition

INDICATOR	A.	Engage in writing as a process to compose well-developed paragraphs. This includes:
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PROGRESS INDICATOR	i.	Providing an introduction that includes a clear topic sentence that connects to the central idea.
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PROGRESS INDICATOR	ii.	Developing, selecting, and organizing ideas relevant to the topic, purpose, and genre using precise language and topic-specific words and phrases, descriptive details, and sensory language.
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PROGRESS INDICATOR	iii.	Using transition words and prepositional phrases to vary sentence structure and link sentences.
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PROGRESS INDICATOR	iv.	Providing a concluding statement or section.
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STRAND / TOPIC Writing

STANDARD / STRAND	4.W.	The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.
INDICATOR / STANDARD	4.W.3.	Usage and Mechanics

INDICATOR B. Self-and peer-edit the writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).

STRAND / TOPIC Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	4.LU.2.	Mechanics

INDICATOR D. Use conventional spelling for high-frequency and other studied words and grade level word analysis knowledge.

INDICATOR E. Consult reference materials to check and correct spelling.

STRAND / TOPIC Communications and Multimodal Literacies

STANDARD / STRAND	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.
INDICATOR / STANDARD	4.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of sustained collaborative discussions with diverse partners on grade four topics and texts. This includes:

PROGRESS INDICATOR i. Listening actively and speaking using agreed-upon discussion rules.

STRAND / TOPIC Research

STANDARD / STRAND	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.
INDICATOR / STANDARD	4.R.1.	Evaluation and Synthesis of Information

INDICATOR D. Develop notes that include important concept, summaries, and identification of information sources.

Lesson 04: Unit 2 Writing from Notes, p. 35-42

Virginia Standards of Learning

Language Arts

Grade 4 - Adopted: 2024

STRAND / TOPIC Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	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.
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	4.RV.	The student will systematically build vocabulary and word knowledge based on grade-four content and texts.
INDICATOR / STANDARD	4.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of texts relevant to a grade four topic or subject area.
INDICATOR	H.	Use strategies to infer word meanings.
INDICATOR	J.	Use newly learned words and phrases in discussions and speaking activities.

STRAND / TOPIC

Foundations for Writing

STANDARD / STRAND	4.FFW.	The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.
INDICATOR / STANDARD	4.FFW.2.	Spelling
INDICATOR	B.	Use phoneme/grapheme (sound/symbol) correspondences to decode (read) and encode (spell) grade-level high-frequency words with automaticity and accuracy.

STRAND / TOPIC

Writing

STANDARD / STRAND	4.W.	The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.
INDICATOR / STANDARD	4.W.1.	Modes and Purposes for Writing

INDICATOR	A.	Recognize different forms of writing (narrative, expository, and persuasive) have distinctive patterns of organization to support their purpose.
INDICATOR	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.
INDICATOR	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.

STRAND / TOPIC

Writing

STANDARD / STRAND	4.W.	The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.
INDICATOR / STANDARD	4.W.2.	Organization and Composition
INDICATOR	A.	Engage in writing as a process to compose well-developed paragraphs. This includes:
PROGRESS INDICATOR	i.	Providing an introduction that includes a clear topic sentence that connects to the central idea.
PROGRESS INDICATOR	ii.	Developing, selecting, and organizing ideas relevant to the topic, purpose, and genre using precise language and topic-specific words and phrases, descriptive details, and sensory language.
PROGRESS INDICATOR	iii.	Using transition words and prepositional phrases to vary sentence structure and link sentences.
PROGRESS INDICATOR	iv.	Providing a concluding statement or section.

STRAND / TOPIC

Writing

STANDARD / STRAND	4.W.	The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.
INDICATOR / STANDARD	4.W.3.	Usage and Mechanics
INDICATOR	B.	Self-and peer-edit the writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).

STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	4.LU.2.	Mechanics
INDICATOR	D.	Use conventional spelling for high-frequency and other studied words and grade level word analysis knowledge.
INDICATOR	E.	Consult reference materials to check and correct spelling.

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	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.
INDICATOR / STANDARD	4.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of sustained collaborative discussions with diverse partners on grade four topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively and speaking using agreed-upon discussion rules.

**STRAND /
TOPIC****Research**

STANDARD / STRAND	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.
INDICATOR / STANDARD	4.R.1.	Evaluation and Synthesis of Information
INDICATOR	D.	Develop notes that include important concept, summaries, and identification of information sources.

Lesson 05: Unit 3 Retelling Narrative Stories, p. 43-48

Virginia Standards of Learning**Language Arts**

Grade 4 - Adopted: 2024

**STRAND /
TOPIC****Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	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.
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).

**STRAND /
TOPIC****Reading and Vocabulary**

STANDARD / STRAND	4.RV.	The student will systematically build vocabulary and word knowledge based on grade-four content and texts.
INDICATOR / STANDARD	4.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of texts relevant to a grade four topic or subject area.
INDICATOR	B.	Discuss meanings of complex words and phrases acquired through conversations and literature.
INDICATOR	H.	Use strategies to infer word meanings.
INDICATOR	J.	Use newly learned words and phrases in discussions and speaking activities.

**STRAND /
TOPIC****Reading Literary Text**

STANDARD / STRAND	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/fall tales, with a focus on poetry, realistic fiction and historical fiction.
INDICATOR / STANDARD	4.RL.1.	Key Ideas and Plot Details
INDICATOR	B.	Describe the central conflict and explain the resolution using an understanding of text structure and events from the plot as evidence.
INDICATOR	C.	Analyze characters in-depth, drawing on specific details from the text, including their words, actions, or a character's thoughts.

**STRAND /
TOPIC****Reading Literary Text**

STANDARD / STRAND	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/fall tales, with a focus on poetry, realistic fiction and historical fiction.
INDICATOR / STANDARD	4.RL.2.	Craft and Style
INDICATOR	B.	Identify the characteristics of different genres of literary texts (e.g., drama, poems, stories) and refer to the structural elements of each.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	4.W.	The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.
INDICATOR / STANDARD	4.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Recognize different forms of writing (narrative, expository, and persuasive) have distinctive patterns of organization to support their purpose.

INDICATOR	B.	Write personal or fictional narratives that are logically organized around a central problem or experience.
STRAND / TOPIC		Writing
STANDARD / STRAND	4.W.	The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.
INDICATOR / STANDARD	4.W.2.	Organization and Composition
INDICATOR	A.	Engage in writing as a process to compose well-developed paragraphs. This includes:

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

STRAND / TOPIC		Writing
STANDARD / STRAND	4.W.	The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.
INDICATOR / STANDARD	4.W.3.	Usage and Mechanics

INDICATOR	B.	Self-and peer-edit the writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
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STRAND / TOPIC		Language Usage
STANDARD / STRAND	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.
INDICATOR / STANDARD	4.LU.2.	Mechanics

INDICATOR	E.	Consult reference materials to check and correct spelling.
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STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	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.
INDICATOR / STANDARD	4.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of sustained collaborative discussions with diverse partners on grade four topics and texts. This includes:

PROGRESS INDICATOR	i.	Listening actively and speaking using agreed-upon discussion rules.
PROGRESS INDICATOR	iv.	Using evidence, examples, or details to support opinions and conclusions.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	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.
INDICATOR / STANDARD	4.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text, tell a story, or recount an experience in an organized manner. This includes:
PROGRESS INDICATOR	i.	Using descriptive details and appropriate facts to support themes or central ideas.

Lesson 06: Unit 3 Retelling Narrative Stories, p. 49-54

Virginia Standards of Learning

Language Arts

Grade 4 - Adopted: 2024

STRAND / TOPIC	Reading and Vocabulary	
STANDARD / STRAND	4.RV.	The student will systematically build vocabulary and word knowledge based on grade-four content and texts.
INDICATOR / STANDARD	4.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	J.	Use newly learned words and phrases in discussions and speaking activities.
STRAND / TOPIC	Foundations for Writing	
STANDARD / STRAND	4.FFW.	The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.
INDICATOR / STANDARD	4.FFW.2.	Spelling
INDICATOR	B.	Use phoneme/grapheme (sound/symbol) correspondences to decode (read) and encode (spell) grade-level high-frequency words with automaticity and accuracy.
STRAND / TOPIC	Writing	
STANDARD / STRAND	4.W.	The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.
INDICATOR / STANDARD	4.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Recognize different forms of writing (narrative, expository, and persuasive) have distinctive patterns of organization to support their purpose.

INDICATOR	B.	Write personal or fictional narratives that are logically organized around a central problem or experience.
STRAND / TOPIC		Writing
STANDARD / STRAND	4.W.	The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.
INDICATOR / STANDARD	4.W.2.	Organization and Composition
INDICATOR	A.	Engage in writing as a process to compose well-developed paragraphs. This includes:

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

STRAND / TOPIC		Writing
STANDARD / STRAND	4.W.	The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.
INDICATOR / STANDARD	4.W.3.	Usage and Mechanics

INDICATOR	B.	Self-and peer-edit the writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
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STRAND / TOPIC		Language Usage
STANDARD / STRAND	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.
INDICATOR / STANDARD	4.LU.2.	Mechanics

INDICATOR	D.	Use conventional spelling for high-frequency and other studied words and grade level word analysis knowledge.
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INDICATOR	E.	Consult reference materials to check and correct spelling.
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STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	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.
INDICATOR / STANDARD	4.C.1.	Communication, Listening, and Collaboration

INDICATOR	A.	Participate in a range of sustained collaborative discussions with diverse partners on grade four topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively and speaking using agreed-upon discussion rules.

Lesson 07: Unit 3 Retelling Narrative Stories, p. 55-58

Virginia Standards of Learning

Language Arts

Grade 4 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	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.
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	4.RV.	The student will systematically build vocabulary and word knowledge based on grade-four content and texts.
INDICATOR / STANDARD	4.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of texts relevant to a grade four topic or subject area.
INDICATOR	B.	Discuss meanings of complex words and phrases acquired through conversations and literature.
INDICATOR	H.	Use strategies to infer word meanings.
INDICATOR	J.	Use newly learned words and phrases in discussions and speaking activities.

**STRAND /
TOPIC****Reading Literary Text**

STANDARD / STRAND	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/fall tales, with a focus on poetry, realistic fiction and historical fiction.
INDICATOR / STANDARD	4.RL.1.	Key Ideas and Plot Details
INDICATOR	A.	Summarize the theme of stories, dramas, or poetry, including the thematic topic (e.g., courage, loyalty, family) and how characters respond to challenges.
INDICATOR	B.	Describe the central conflict and explain the resolution using an understanding of text structure and events from the plot as evidence.
INDICATOR	C.	Analyze characters in-depth, drawing on specific details from the text, including their words, actions, or a character's thoughts.

**STRAND /
TOPIC****Reading Literary Text**

STANDARD / STRAND	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/fall tales, with a focus on poetry, realistic fiction and historical fiction.
INDICATOR / STANDARD	4.RL.2.	Craft and Style
INDICATOR	B.	Identify the characteristics of different genres of literary texts (e.g., drama, poems, stories) and refer to the structural elements of each.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	4.W.	The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.
INDICATOR / STANDARD	4.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write personal or fictional narratives that are logically organized around a central problem or experience.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	4.W.	The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.
INDICATOR / STANDARD	4.W.2.	Organization and Composition
INDICATOR	A.	Engage in writing as a process to compose well-developed paragraphs. This includes:
PROGRESS INDICATOR	i.	Providing an introduction that includes a clear topic sentence that connects to the central idea.
PROGRESS INDICATOR	ii.	Developing, selecting, and organizing ideas relevant to the topic, purpose, and genre using precise language and topic-specific words and phrases, descriptive details, and sensory language.

PROGRESS INDICATOR	iii.	Using transition words and prepositional phrases to vary sentence structure and link sentences.
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PROGRESS INDICATOR	iv.	Providing a concluding statement or section.
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STRAND / TOPIC

Writing

STANDARD / STRAND	4.W.	The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.
INDICATOR / STANDARD	4.W.3.	Usage and Mechanics

INDICATOR	B.	Self-and peer-edit the writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	4.LU.2.	Mechanics

INDICATOR	E.	Consult reference materials to check and correct spelling.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	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.
INDICATOR / STANDARD	4.C.1.	Communication, Listening, and Collaboration

INDICATOR	A.	Participate in a range of sustained collaborative discussions with diverse partners on grade four topics and texts. This includes:
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PROGRESS INDICATOR	i.	Listening actively and speaking using agreed-upon discussion rules.
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Lesson 08: Unit 3 Retelling Narrative Stories, p. 59-64

Virginia Standards of Learning

Language Arts

Grade 4 - Adopted: 2024

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	4.RV.	The student will systematically build vocabulary and word knowledge based on grade-four content and texts.
INDICATOR / STANDARD	4.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	E.	Apply knowledge of morphology, synonyms, and antonyms to determine the meaning of complex words.
INDICATOR	G.	Distinguish shades of meaning among verbs and adjectives.
INDICATOR	I.	Use glossaries, beginning dictionaries, and thesauruses, both print and digital, to determine or clarify the meaning of words and phrases.
INDICATOR	J.	Use newly learned words and phrases in discussions and speaking activities.

STRAND / TOPIC

Foundations for Writing

STANDARD / STRAND	4.FFW.	The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.
INDICATOR / STANDARD	4.FFW.2.	Spelling

INDICATOR B. Use phoneme/grapheme (sound/symbol) correspondences to decode (read) and encode (spell) grade-level high-frequency words with automaticity and accuracy.

STRAND / TOPIC

Writing

STANDARD / STRAND	4.W.	The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.
INDICATOR / STANDARD	4.W.1.	Modes and Purposes for Writing

INDICATOR A. Recognize different forms of writing (narrative, expository, and persuasive) have distinctive patterns of organization to support their purpose.

INDICATOR B. Write personal or fictional narratives that are logically organized around a central problem or experience.

STRAND / TOPIC

Writing

STANDARD / STRAND	4.W.	The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.
INDICATOR / STANDARD	4.W.2.	Organization and Composition
INDICATOR	A.	Engage in writing as a process to compose well-developed paragraphs. This includes:

PROGRESS INDICATOR i. Providing an introduction that includes a clear topic sentence that connects to the central idea.

PROGRESS INDICATOR ii. Developing, selecting, and organizing ideas relevant to the topic, purpose, and genre using precise language and topic-specific words and phrases, descriptive details, and sensory language.

PROGRESS INDICATOR iii. Using transition words and prepositional phrases to vary sentence structure and link sentences.

PROGRESS INDICATOR	iv.	Providing a concluding statement or section.
STRAND / TOPIC		Writing
STANDARD / STRAND	4.W.	The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.
INDICATOR / STANDARD	4.W.3.	Usage and Mechanics

INDICATOR	B.	Self-and peer-edit the writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
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STRAND / TOPIC		Language Usage
STANDARD / STRAND	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.
INDICATOR / STANDARD	4.LU.2.	Mechanics

INDICATOR	D.	Use conventional spelling for high-frequency and other studied words and grade level word analysis knowledge.
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INDICATOR	E.	Consult reference materials to check and correct spelling.
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STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	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.
INDICATOR / STANDARD	4.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of sustained collaborative discussions with diverse partners on grade four topics and texts. This includes:

PROGRESS INDICATOR	i.	Listening actively and speaking using agreed-upon discussion rules.
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Lesson 09: Unit 4 Summarizing a Reference, p. 65-74

Virginia Standards of Learning

Language Arts

Grade 4 - Adopted: 2024

STRAND / TOPIC		Developing Skilled Readers and Building Reading Stamina
STANDARD / STRAND	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.

INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	4.RV.	The student will systematically build vocabulary and word knowledge based on grade-four content and texts.
INDICATOR / STANDARD	4.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of texts relevant to a grade four topic or subject area.
INDICATOR	E.	Apply knowledge of morphology, synonyms, and antonyms to determine the meaning of complex words.
INDICATOR	G.	Distinguish shades of meaning among verbs and adjectives.
INDICATOR	H.	Use strategies to infer word meanings.
INDICATOR	I.	Use glossaries, beginning dictionaries, and thesauruses, both print and digital, to determine or clarify the meaning of words and phrases.
INDICATOR	J.	Use newly learned words and phrases in discussions and speaking activities.

STRAND / TOPIC

Foundations for Writing

STANDARD / STRAND	4.FFW.	The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.
INDICATOR / STANDARD	4.FFW.2.	Spelling
INDICATOR	B.	Use phoneme/grapheme (sound/symbol) correspondences to decode (read) and encode (spell) grade-level high-frequency words with automaticity and accuracy.

STRAND / TOPIC

Writing

STANDARD / STRAND	4.W.	The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.
INDICATOR / STANDARD	4.W.1.	Modes and Purposes for Writing

INDICATOR	A.	Recognize different forms of writing (narrative, expository, and persuasive) have distinctive patterns of organization to support their purpose.
INDICATOR	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.
INDICATOR	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.

STRAND / TOPIC

Writing

STANDARD / STRAND	4.W.	The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.
INDICATOR / STANDARD	4.W.2.	Organization and Composition
INDICATOR	A.	Engage in writing as a process to compose well-developed paragraphs. This includes:

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

STRAND / TOPIC

Writing

STANDARD / STRAND	4.W.	The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.
INDICATOR / STANDARD	4.W.3.	Usage and Mechanics

INDICATOR	B.	Self-and peer-edit the writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	4.LU.2.	Mechanics

INDICATOR	D.	Use conventional spelling for high-frequency and other studied words and grade level word analysis knowledge.
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INDICATOR	E.	Consult reference materials to check and correct spelling.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	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.
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INDICATOR / STANDARD	4.C.1.	Communication, Listening, and Collaboration
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INDICATOR	A.	Participate in a range of sustained collaborative discussions with diverse partners on grade four topics and texts. This includes:
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PROGRESS INDICATOR	i.	Listening actively and speaking using agreed-upon discussion rules.
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STRAND / TOPIC

Research

STANDARD / STRAND	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.
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INDICATOR / STANDARD	4.R.1.	Evaluation and Synthesis of Information
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INDICATOR	C.	Organize and synthesize information from the print and digital resources determining the relevance and reliability of the information gathered.
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INDICATOR	D.	Develop notes that include important concept, summaries, and identification of information sources.
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Lesson 10: Unit 4 Summarizing a Reference, p. 75-82

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Language Arts

Grade 4 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	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.
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INDICATOR / STANDARD	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).
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INDICATOR / STANDARD	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).
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INDICATOR / STANDARD	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).
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INDICATOR / STANDARD	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).
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STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	4.RV.	The student will systematically build vocabulary and word knowledge based on grade-four content and texts.
INDICATOR / STANDARD	4.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of texts relevant to a grade four topic or subject area.
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INDICATOR	E.	Apply knowledge of morphology, synonyms, and antonyms to determine the meaning of complex words.
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INDICATOR	G.	Distinguish shades of meaning among verbs and adjectives.
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INDICATOR	H.	Use strategies to infer word meanings.
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INDICATOR	I.	Use glossaries, beginning dictionaries, and thesauruses, both print and digital, to determine or clarify the meaning of words and phrases.
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INDICATOR	J.	Use newly learned words and phrases in discussions and speaking activities.
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STRAND / TOPIC

Foundations for Writing

STANDARD / STRAND	4.FFW.	The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.
INDICATOR / STANDARD	4.FFW.2.	Spelling

INDICATOR	B.	Use phoneme/grapheme (sound/symbol) correspondences to decode (read) and encode (spell) grade-level high-frequency words with automaticity and accuracy.
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STRAND / TOPIC

Writing

STANDARD / STRAND	4.W.	The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.
INDICATOR / STANDARD	4.W.1.	Modes and Purposes for Writing

INDICATOR	A.	Recognize different forms of writing (narrative, expository, and persuasive) have distinctive patterns of organization to support their purpose.
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INDICATOR	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.
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INDICATOR	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.
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STRAND / TOPIC

Writing

STANDARD / STRAND	4.W.	The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.
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INDICATOR / STANDARD	4.W.2.	Organization and Composition
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INDICATOR	A.	Engage in writing as a process to compose well-developed paragraphs. This includes:
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PROGRESS INDICATOR	i.	Providing an introduction that includes a clear topic sentence that connects to the central idea.
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PROGRESS INDICATOR	ii.	Developing, selecting, and organizing ideas relevant to the topic, purpose, and genre using precise language and topic-specific words and phrases, descriptive details, and sensory language.
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PROGRESS INDICATOR	iii.	Using transition words and prepositional phrases to vary sentence structure and link sentences.
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PROGRESS INDICATOR	iv.	Providing a concluding statement or section.
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STRAND / TOPIC

Writing

STANDARD / STRAND	4.W.	The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.
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INDICATOR / STANDARD	4.W.3.	Usage and Mechanics
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INDICATOR	B.	Self-and peer-edit the writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
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INDICATOR / STANDARD	4.LU.2.	Mechanics
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INDICATOR	D.	Use conventional spelling for high-frequency and other studied words and grade level word analysis knowledge.
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INDICATOR	E.	Consult reference materials to check and correct spelling.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	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.
INDICATOR / STANDARD	4.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of sustained collaborative discussions with diverse partners on grade four topics and texts. This includes:

PROGRESS INDICATOR i. Listening actively and speaking using agreed-upon discussion rules.

STRAND / TOPIC **Research**

STANDARD / STRAND	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.
INDICATOR / STANDARD	4.R.1.	Evaluation and Synthesis of Information

INDICATOR C. Organize and synthesize information from the print and digital resources determining the relevance and reliability of the information gathered.

INDICATOR D. Develop notes that include important concept, summaries, and identification of information sources.

Lesson 11: Unit 4 Summarizing a Reference, p. 83-92

Virginia Standards of Learning

Language Arts

Grade 4 - Adopted: 2024

STRAND / TOPIC **Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	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.
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INDICATOR / STANDARD 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).

INDICATOR / STANDARD 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).

INDICATOR / STANDARD 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).

INDICATOR / STANDARD 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).

**STRAND /
TOPIC****Reading and Vocabulary**

STANDARD / STRAND	4.RV.	The student will systematically build vocabulary and word knowledge based on grade-four content and texts.
INDICATOR / STANDARD	4.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of texts relevant to a grade four topic or subject area.
INDICATOR	E.	Apply knowledge of morphology, synonyms, and antonyms to determine the meaning of complex words.
INDICATOR	G.	Distinguish shades of meaning among verbs and adjectives.
INDICATOR	H.	Use strategies to infer word meanings.
INDICATOR	I.	Use glossaries, beginning dictionaries, and thesauruses, both print and digital, to determine or clarify the meaning of words and phrases.
INDICATOR	J.	Use newly learned words and phrases in discussions and speaking activities.

**STRAND /
TOPIC****Foundations for Writing**

STANDARD / STRAND	4.FFW.	The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.
INDICATOR / STANDARD	4.FFW.2.	Spelling
INDICATOR	B.	Use phoneme/grapheme (sound/symbol) correspondences to decode (read) and encode (spell) grade-level high-frequency words with automaticity and accuracy.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	4.W.	The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.
INDICATOR / STANDARD	4.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Recognize different forms of writing (narrative, expository, and persuasive) have distinctive patterns of organization to support their purpose.
INDICATOR	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.
INDICATOR	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.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	4.W.	The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.
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INDICATOR / STANDARD	4.W.2.	Organization and Composition
INDICATOR	A.	Engage in writing as a process to compose well-developed paragraphs. This includes:
PROGRESS INDICATOR	i.	Providing an introduction that includes a clear topic sentence that connects to the central idea.
PROGRESS INDICATOR	ii.	Developing, selecting, and organizing ideas relevant to the topic, purpose, and genre using precise language and topic-specific words and phrases, descriptive details, and sensory language.
PROGRESS INDICATOR	iii.	Using transition words and prepositional phrases to vary sentence structure and link sentences.
PROGRESS INDICATOR	iv.	Providing a concluding statement or section.
STRAND / TOPIC		Writing
STANDARD / STRAND	4.W.	The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.
INDICATOR / STANDARD	4.W.3.	Usage and Mechanics
INDICATOR	B.	Self-and peer-edit the writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
STRAND / TOPIC		Language Usage
STANDARD / STRAND	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.
INDICATOR / STANDARD	4.LU.2.	Mechanics
INDICATOR	D.	Use conventional spelling for high-frequency and other studied words and grade level word analysis knowledge.
INDICATOR	E.	Consult reference materials to check and correct spelling.
STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	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.
INDICATOR / STANDARD	4.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of sustained collaborative discussions with diverse partners on grade four topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively and speaking using agreed-upon discussion rules.

**STRAND /
TOPIC****Research**

STANDARD / STRAND	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.
INDICATOR / STANDARD	4.R.1.	Evaluation and Synthesis of Information
INDICATOR	C.	Organize and synthesize information from the print and digital resources determining the relevance and reliability of the information gathered.
INDICATOR	D.	Develop notes that include important concept, summaries, and identification of information sources.

Lesson 12: Unit 4 Summarizing a Reference, p. 93-102

Virginia Standards of Learning**Language Arts****Grade 4 - Adopted: 2024****STRAND /
TOPIC****Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	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.
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).

**STRAND /
TOPIC****Reading and Vocabulary**

STANDARD / STRAND	4.RV.	The student will systematically build vocabulary and word knowledge based on grade-four content and texts.
INDICATOR / STANDARD	4.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of texts relevant to a grade four topic or subject area.

INDICATOR	E.	Apply knowledge of morphology, synonyms, and antonyms to determine the meaning of complex words.
INDICATOR	G.	Distinguish shades of meaning among verbs and adjectives.
INDICATOR	H.	Use strategies to infer word meanings.
INDICATOR	I.	Use glossaries, beginning dictionaries, and thesauruses, both print and digital, to determine or clarify the meaning of words and phrases.
INDICATOR	J.	Use newly learned words and phrases in discussions and speaking activities.

**STRAND /
TOPIC**

Foundations for Writing

STANDARD / STRAND	4.FFW.	The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.
INDICATOR / STANDARD	4.FFW.2.	Spelling

INDICATOR B. Use phoneme/grapheme (sound/symbol) correspondences to decode (read) and encode (spell) grade-level high-frequency words with automaticity and accuracy.

**STRAND /
TOPIC**

Writing

STANDARD / STRAND	4.W.	The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.
INDICATOR / STANDARD	4.W.1.	Modes and Purposes for Writing

INDICATOR A. Recognize different forms of writing (narrative, expository, and persuasive) have distinctive patterns of organization to support their purpose.

INDICATOR 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.

INDICATOR 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.

**STRAND /
TOPIC**

Writing

STANDARD / STRAND	4.W.	The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.
INDICATOR / STANDARD	4.W.2.	Organization and Composition

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

PROGRESS INDICATOR i. Providing an introduction that includes a clear topic sentence that connects to the central idea.

PROGRESS INDICATOR	ii.	Developing, selecting, and organizing ideas relevant to the topic, purpose, and genre using precise language and topic-specific words and phrases, descriptive details, and sensory language.
PROGRESS INDICATOR	iii.	Using transition words and prepositional phrases to vary sentence structure and link sentences.
PROGRESS INDICATOR	iv.	Providing a concluding statement or section.

STRAND / TOPIC

Writing

STANDARD / STRAND	4.W.	The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.
INDICATOR / STANDARD	4.W.3.	Usage and Mechanics

INDICATOR B. Self-and peer-edit the writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).

STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	4.LU.1.	Grammar

INDICATOR C. Use adjectives to compare and describe noun or noun phrases with specificity when speaking and writing.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	4.LU.2.	Mechanics

INDICATOR A. Use commas in series, dates, addresses, and letters in writing.

INDICATOR D. Use conventional spelling for high-frequency and other studied words and grade level word analysis knowledge.

INDICATOR E. Consult reference materials to check and correct spelling.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	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.
INDICATOR / STANDARD	4.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of sustained collaborative discussions with diverse partners on grade four topics and texts. This includes:

PROGRESS INDICATOR	i.	Listening actively and speaking using agreed-upon discussion rules.
STRAND / TOPIC		Research
STANDARD / STRAND	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.
INDICATOR / STANDARD	4.R.1.	Evaluation and Synthesis of Information
INDICATOR	C.	Organize and synthesize information from the print and digital resources determining the relevance and reliability of the information gathered.
INDICATOR	D.	Develop notes that include important concept, summaries, and identification of information sources.

Lesson 13: Unit 4 Summarizing a Reference, p. 103-112

Virginia Standards of Learning

Language Arts

Grade 4 - Adopted: 2024

STRAND / TOPIC		Developing Skilled Readers and Building Reading Stamina
STANDARD / STRAND	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.
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).

STRAND / TOPIC		Reading and Vocabulary
STANDARD / STRAND	4.RV.	The student will systematically build vocabulary and word knowledge based on grade-four content and texts.
INDICATOR / STANDARD	4.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of texts relevant to a grade four topic or subject area.
INDICATOR	E.	Apply knowledge of morphology, synonyms, and antonyms to determine the meaning of complex words.
INDICATOR	G.	Distinguish shades of meaning among verbs and adjectives.
INDICATOR	H.	Use strategies to infer word meanings.
INDICATOR	I.	Use glossaries, beginning dictionaries, and thesauruses, both print and digital, to determine or clarify the meaning of words and phrases.
INDICATOR	J.	Use newly learned words and phrases in discussions and speaking activities.

STRAND / TOPIC

Foundations for Writing

STANDARD / STRAND	4.FFW.	The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.
INDICATOR / STANDARD	4.FFW.2.	Spelling

INDICATOR B. Use phoneme/grapheme (sound/symbol) correspondences to decode (read) and encode (spell) grade-level high-frequency words with automaticity and accuracy.

STRAND / TOPIC

Writing

STANDARD / STRAND	4.W.	The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.
INDICATOR / STANDARD	4.W.1.	Modes and Purposes for Writing

INDICATOR A. Recognize different forms of writing (narrative, expository, and persuasive) have distinctive patterns of organization to support their purpose.

INDICATOR 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.

INDICATOR 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.

STRAND / TOPIC

Writing

STANDARD / STRAND	4.W.	The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.
INDICATOR / STANDARD	4.W.2.	Organization and Composition

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

PROGRESS INDICATOR i. Providing an introduction that includes a clear topic sentence that connects to the central idea.

PROGRESS INDICATOR	ii.	Developing, selecting, and organizing ideas relevant to the topic, purpose, and genre using precise language and topic-specific words and phrases, descriptive details, and sensory language.
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PROGRESS INDICATOR	iii.	Using transition words and prepositional phrases to vary sentence structure and link sentences.
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PROGRESS INDICATOR	iv.	Providing a concluding statement or section.
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STRAND / TOPIC

Writing

STANDARD / STRAND	4.W.	The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.
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INDICATOR / STANDARD	4.W.3.	Usage and Mechanics
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INDICATOR	B.	Self-and peer-edit the writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
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INDICATOR / STANDARD	4.LU.1.	Grammar
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INDICATOR	C.	Use adjectives to compare and describe noun or noun phrases with specificity when speaking and writing.
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
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INDICATOR / STANDARD	4.LU.2.	Mechanics
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INDICATOR	A.	Use commas in series, dates, addresses, and letters in writing.
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INDICATOR	D.	Use conventional spelling for high-frequency and other studied words and grade level word analysis knowledge.
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INDICATOR	E.	Consult reference materials to check and correct spelling.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	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.
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INDICATOR / STANDARD	4.C.1.	Communication, Listening, and Collaboration
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INDICATOR	A.	Participate in a range of sustained collaborative discussions with diverse partners on grade four topics and texts. This includes:
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PROGRESS INDICATOR	i.	Listening actively and speaking using agreed-upon discussion rules.
STRAND / TOPIC		Research
STANDARD / STRAND	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.
INDICATOR / STANDARD	4.R.1.	Evaluation and Synthesis of Information
INDICATOR	C.	Organize and synthesize information from the print and digital resources determining the relevance and reliability of the information gathered.
INDICATOR	D.	Develop notes that include important concept, summaries, and identification of information sources.

Lesson 14: Unit 5 Writing from Pictures, p. 113-118

Virginia Standards of Learning

Language Arts

Grade 4 - Adopted: 2024

STRAND / TOPIC		Reading and Vocabulary
STANDARD / STRAND	4.RV.	The student will systematically build vocabulary and word knowledge based on grade-four content and texts.
INDICATOR / STANDARD	4.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	G.	Distinguish shades of meaning among verbs and adjectives.
INDICATOR	J.	Use newly learned words and phrases in discussions and speaking activities.

STRAND / TOPIC		Foundations for Writing
STANDARD / STRAND	4.FFW.	The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.
INDICATOR / STANDARD	4.FFW.2.	Spelling
INDICATOR	B.	Use phoneme/grapheme (sound/symbol) correspondences to decode (read) and encode (spell) grade-level high-frequency words with automaticity and accuracy.

STRAND / TOPIC		Writing
STANDARD / STRAND	4.W.	The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.
INDICATOR / STANDARD	4.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Recognize different forms of writing (narrative, expository, and persuasive) have distinctive patterns of organization to support their purpose.

INDICATOR	B.	Write personal or fictional narratives that are logically organized around a central problem or experience.
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INDICATOR	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.
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STRAND / TOPIC

Writing

STANDARD / STRAND	4.W.	The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.
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INDICATOR / STANDARD	4.W.2.	Organization and Composition
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INDICATOR	A.	Engage in writing as a process to compose well-developed paragraphs. This includes:
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PROGRESS INDICATOR	i.	Providing an introduction that includes a clear topic sentence that connects to the central idea.
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PROGRESS INDICATOR	ii.	Developing, selecting, and organizing ideas relevant to the topic, purpose, and genre using precise language and topic-specific words and phrases, descriptive details, and sensory language.
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PROGRESS INDICATOR	iii.	Using transition words and prepositional phrases to vary sentence structure and link sentences.
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PROGRESS INDICATOR	iv.	Providing a concluding statement or section.
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STRAND / TOPIC

Writing

STANDARD / STRAND	4.W.	The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.
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INDICATOR / STANDARD	4.W.3.	Usage and Mechanics
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INDICATOR	B.	Self-and peer-edit the writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
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INDICATOR / STANDARD	4.LU.1.	Grammar
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INDICATOR	C.	Use adjectives to compare and describe noun or noun phrases with specificity when speaking and writing.
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
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Virginia Standards of Learning

Language Arts

Grade 4 - Adopted: 2024

STRAND / TOPIC **Reading and Vocabulary**

STANDARD / STRAND	4.RV.	The student will systematically build vocabulary and word knowledge based on grade-four content and texts.
INDICATOR / STANDARD	4.RV.1.	Vocabulary Development and Word Analysis

INDICATOR G. Distinguish shades of meaning among verbs and adjectives.

INDICATOR J. Use newly learned words and phrases in discussions and speaking activities.

STRAND / TOPIC **Foundations for Writing**

STANDARD / STRAND	4.FFW.	The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.
INDICATOR / STANDARD	4.FFW.2.	Spelling

INDICATOR B. Use phoneme/grapheme (sound/symbol) correspondences to decode (read) and encode (spell) grade-level high-frequency words with automaticity and accuracy.

STRAND / TOPIC **Writing**

STANDARD / STRAND	4.W.	The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.
INDICATOR / STANDARD	4.W.1.	Modes and Purposes for Writing

INDICATOR A. Recognize different forms of writing (narrative, expository, and persuasive) have distinctive patterns of organization to support their purpose.

INDICATOR B. Write personal or fictional narratives that are logically organized around a central problem or experience.

INDICATOR 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.

STRAND / TOPIC **Writing**

STANDARD / STRAND	4.W.	The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.
INDICATOR / STANDARD	4.W.2.	Organization and Composition
INDICATOR	A.	Engage in writing as a process to compose well-developed paragraphs. This includes:

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

STRAND / TOPIC

Writing

STANDARD / STRAND	4.W.	The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.
INDICATOR / STANDARD	4.W.3.	Usage and Mechanics

INDICATOR	B.	Self-and peer-edit the writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	4.LU.1.	Grammar

INDICATOR	A.	Produce, expand, and rearrange simple and compound sentences, including prepositional phrases, when speaking and writing.
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INDICATOR	B.	Use coordinating (e.g., and, but), subordinating (e.g., although, because) conjunctions to join words and phrases in a sentence.
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INDICATOR	C.	Use adjectives to compare and describe noun or noun phrases with specificity when speaking and writing.
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	4.LU.2.	Mechanics

INDICATOR	D.	Use conventional spelling for high-frequency and other studied words and grade level word analysis knowledge.
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INDICATOR	E.	Consult reference materials to check and correct spelling.
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**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	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.
INDICATOR / STANDARD	4.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of sustained collaborative discussions with diverse partners on grade four topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively and speaking using agreed-upon discussion rules.

**STRAND /
TOPIC****Research**

STANDARD / STRAND	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.
INDICATOR / STANDARD	4.R.1.	Evaluation and Synthesis of Information
INDICATOR	C.	Organize and synthesize information from the print and digital resources determining the relevance and reliability of the information gathered.
INDICATOR	D.	Develop notes that include important concept, summaries, and identification of information sources.

Lesson 18: Unit 6 Summarizing Multiple References, p. 135-142

Virginia Standards of Learning**Language Arts**

Grade 4 - Adopted: 2024

**STRAND /
TOPIC****Reading and Vocabulary**

STANDARD / STRAND	4.RV.	The student will systematically build vocabulary and word knowledge based on grade-four content and texts.
INDICATOR / STANDARD	4.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	J.	Use newly learned words and phrases in discussions and speaking activities.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	4.W.	The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.
INDICATOR / STANDARD	4.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Recognize different forms of writing (narrative, expository, and persuasive) have distinctive patterns of organization to support their purpose.
INDICATOR	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.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	4.W.	The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.
INDICATOR / STANDARD	4.W.2.	Organization and Composition
INDICATOR	A.	Engage in writing as a process to compose well-developed paragraphs. This includes:
PROGRESS INDICATOR	ii.	Developing, selecting, and organizing ideas relevant to the topic, purpose, and genre using precise language and topic-specific words and phrases, descriptive details, and sensory language.

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	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.
INDICATOR / STANDARD	4.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of sustained collaborative discussions with diverse partners on grade four topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively and speaking using agreed-upon discussion rules.
PROGRESS INDICATOR	iv.	Using evidence, examples, or details to support opinions and conclusions.

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	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.
INDICATOR / STANDARD	4.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text, tell a story, or recount an experience in an organized manner. This includes:
PROGRESS INDICATOR	i.	Using descriptive details and appropriate facts to support themes or central ideas.

**STRAND /
TOPIC****Research**

STANDARD / STRAND	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.
INDICATOR / STANDARD	4.R.1.	Evaluation and Synthesis of Information
INDICATOR	B.	Identify search terms to locate information on the topic and gather relevant information from various print and digital sources.

STANDARD / STRAND	4.W.	The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.
INDICATOR / STANDARD	4.W.2.	Organization and Composition
INDICATOR	A.	Engage in writing as a process to compose well-developed paragraphs. This includes:
PROGRESS INDICATOR	i.	Providing an introduction that includes a clear topic sentence that connects to the central idea.
PROGRESS INDICATOR	ii.	Developing, selecting, and organizing ideas relevant to the topic, purpose, and genre using precise language and topic-specific words and phrases, descriptive details, and sensory language.
PROGRESS INDICATOR	iii.	Using transition words and prepositional phrases to vary sentence structure and link sentences.
PROGRESS INDICATOR	iv.	Providing a concluding statement or section.

STRAND / TOPIC

Writing

STANDARD / STRAND	4.W.	The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.
INDICATOR / STANDARD	4.W.3.	Usage and Mechanics
INDICATOR	B.	Self-and peer-edit the writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).

STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	4.LU.1.	Grammar
INDICATOR	B.	Use coordinating (e.g., and, but), subordinating (e.g., although, because) conjunctions to join words and phrases in a sentence.
INDICATOR	C.	Use adjectives to compare and describe noun or noun phrases with specificity when speaking and writing.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	4.LU.2.	Mechanics
INDICATOR	D.	Use conventional spelling for high-frequency and other studied words and grade level word analysis knowledge.

INDICATOR	E.	Consult reference materials to check and correct spelling.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	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.
INDICATOR / STANDARD	4.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of sustained collaborative discussions with diverse partners on grade four topics and texts. This includes:

PROGRESS INDICATOR	i.	Listening actively and speaking using agreed-upon discussion rules.
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STRAND / TOPIC	Research	
STANDARD / STRAND	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.
INDICATOR / STANDARD	4.R.1.	Evaluation and Synthesis of Information

INDICATOR	B.	Identify search terms to locate information on the topic and gather relevant information from various print and digital sources.
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INDICATOR	C.	Organize and synthesize information from the print and digital resources determining the relevance and reliability of the information gathered.
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INDICATOR	D.	Develop notes that include important concept, summaries, and identification of information sources.
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Lesson 20: Unit 6 Summarizing Multiple References, p. 149-162

Virginia Standards of Learning

Language Arts

Grade 4 - Adopted: 2024

STRAND / TOPIC	Developing Skilled Readers and Building Reading Stamina	
STANDARD / STRAND	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.

INDICATOR / STANDARD	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).
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INDICATOR / STANDARD	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).
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INDICATOR / STANDARD	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).
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INDICATOR / STANDARD	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).
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STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	4.RV.	The student will systematically build vocabulary and word knowledge based on grade-four content and texts.
INDICATOR / STANDARD	4.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of texts relevant to a grade four topic or subject area.
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INDICATOR	H.	Use strategies to infer word meanings.
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INDICATOR	J.	Use newly learned words and phrases in discussions and speaking activities.
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STRAND / TOPIC

Writing

STANDARD / STRAND	4.W.	The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.
INDICATOR / STANDARD	4.W.1.	Modes and Purposes for Writing

INDICATOR	A.	Recognize different forms of writing (narrative, expository, and persuasive) have distinctive patterns of organization to support their purpose.
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INDICATOR	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.
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STRAND / TOPIC

Writing

STANDARD / STRAND	4.W.	The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.
INDICATOR / STANDARD	4.W.2.	Organization and Composition

INDICATOR	A.	Engage in writing as a process to compose well-developed paragraphs. This includes:
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PROGRESS INDICATOR	ii.	Developing, selecting, and organizing ideas relevant to the topic, purpose, and genre using precise language and topic-specific words and phrases, descriptive details, and sensory language.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	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.
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INDICATOR / STANDARD	4.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of sustained collaborative discussions with diverse partners on grade four topics and texts. This includes:

PROGRESS INDICATOR	i.	Listening actively and speaking using agreed-upon discussion rules.
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PROGRESS INDICATOR	iv.	Using evidence, examples, or details to support opinions and conclusions.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	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.
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INDICATOR / STANDARD	4.C.2.	Speaking and Presentation of Ideas
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INDICATOR	A.	Report orally on a topic or text, tell a story, or recount an experience in an organized manner. This includes:
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PROGRESS INDICATOR	i.	Using descriptive details and appropriate facts to support themes or central ideas.
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STRAND / TOPIC

Research

STANDARD / STRAND	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.
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INDICATOR / STANDARD	4.R.1.	Evaluation and Synthesis of Information
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INDICATOR	B.	Identify search terms to locate information on the topic and gather relevant information from various print and digital sources.
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INDICATOR	C.	Organize and synthesize information from the print and digital resources determining the relevance and reliability of the information gathered.
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INDICATOR	D.	Develop notes that include important concept, summaries, and identification of information sources.
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Lesson 21: Unit 6 Summarizing Multiple References, p. 163-170

Virginia Standards of Learning

Language Arts

Grade 4 - Adopted: 2024

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	4.RV.	The student will systematically build vocabulary and word knowledge based on grade-four content and texts.
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INDICATOR / STANDARD	4.RV.1.	Vocabulary Development and Word Analysis
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INDICATOR	G.	Distinguish shades of meaning among verbs and adjectives.
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INDICATOR	J.	Use newly learned words and phrases in discussions and speaking activities.
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STRAND / TOPIC Foundations for Writing

STANDARD / STRAND	4.FFW.	The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.
INDICATOR / STANDARD	4.FFW.2.	Spelling

INDICATOR	B.	Use phoneme/grapheme (sound/symbol) correspondences to decode (read) and encode (spell) grade-level high-frequency words with automaticity and accuracy.
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STRAND / TOPIC Writing

STANDARD / STRAND	4.W.	The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.
INDICATOR / STANDARD	4.W.1.	Modes and Purposes for Writing

INDICATOR	A.	Recognize different forms of writing (narrative, expository, and persuasive) have distinctive patterns of organization to support their purpose.
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INDICATOR	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.
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INDICATOR	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.
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STRAND / TOPIC Writing

STANDARD / STRAND	4.W.	The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.
INDICATOR / STANDARD	4.W.2.	Organization and Composition

INDICATOR	A.	Engage in writing as a process to compose well-developed paragraphs. This includes:
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PROGRESS INDICATOR	i.	Providing an introduction that includes a clear topic sentence that connects to the central idea.
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PROGRESS INDICATOR	ii.	Developing, selecting, and organizing ideas relevant to the topic, purpose, and genre using precise language and topic-specific words and phrases, descriptive details, and sensory language.
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PROGRESS INDICATOR	iii.	Using transition words and prepositional phrases to vary sentence structure and link sentences.
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PROGRESS INDICATOR	iv.	Providing a concluding statement or section.
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STRAND / TOPIC Writing

STANDARD / STRAND	4.W.	The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.
INDICATOR / STANDARD	4.W.3.	Usage and Mechanics

INDICATOR B. Self-and peer-edit the writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).

STRAND / TOPIC Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	4.LU.1.	Grammar

INDICATOR B. Use coordinating (e.g., and, but), subordinating (e.g., although, because) conjunctions to join words and phrases in a sentence.

INDICATOR C. Use adjectives to compare and describe noun or noun phrases with specificity when speaking and writing.

STRAND / TOPIC Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	4.LU.2.	Mechanics

INDICATOR D. Use conventional spelling for high-frequency and other studied words and grade level word analysis knowledge.

INDICATOR E. Consult reference materials to check and correct spelling.

STRAND / TOPIC Communications and Multimodal Literacies

STANDARD / STRAND	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.
INDICATOR / STANDARD	4.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of sustained collaborative discussions with diverse partners on grade four topics and texts. This includes:

PROGRESS INDICATOR i. Listening actively and speaking using agreed-upon discussion rules.

STRAND / TOPIC Research

STANDARD / STRAND	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.
INDICATOR / STANDARD	4.R.1.	Evaluation and Synthesis of Information

INDICATOR	C.	Organize and synthesize information from the print and digital resources determining the relevance and reliability of the information gathered.
INDICATOR	D.	Develop notes that include important concept, summaries, and identification of information sources.

Lesson 22: Unit 6 Summarizing Multiple References, p. 171-184

Virginia Standards of Learning

Language Arts

Grade 4 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	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.
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	4.RV.	The student will systematically build vocabulary and word knowledge based on grade-four content and texts.
INDICATOR / STANDARD	4.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of texts relevant to a grade four topic or subject area.
INDICATOR	G.	Distinguish shades of meaning among verbs and adjectives.
INDICATOR	H.	Use strategies to infer word meanings.
INDICATOR	J.	Use newly learned words and phrases in discussions and speaking activities.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	4.W.	The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.
INDICATOR / STANDARD	4.W.1.	Modes and Purposes for Writing

INDICATOR	A.	Recognize different forms of writing (narrative, expository, and persuasive) have distinctive patterns of organization to support their purpose.
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INDICATOR	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.
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**STRAND /
TOPIC****Writing**

STANDARD / STRAND	4.W.	The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.
INDICATOR / STANDARD	4.W.2.	Organization and Composition

INDICATOR	A.	Engage in writing as a process to compose well-developed paragraphs. This includes:
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PROGRESS INDICATOR	ii.	Developing, selecting, and organizing ideas relevant to the topic, purpose, and genre using precise language and topic-specific words and phrases, descriptive details, and sensory language.
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**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	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.
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INDICATOR / STANDARD	4.LU.1.	Grammar
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INDICATOR	C.	Use adjectives to compare and describe noun or noun phrases with specificity when speaking and writing.
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**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	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.
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INDICATOR / STANDARD	4.C.1.	Communication, Listening, and Collaboration
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INDICATOR	A.	Participate in a range of sustained collaborative discussions with diverse partners on grade four topics and texts. This includes:
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PROGRESS INDICATOR	i.	Listening actively and speaking using agreed-upon discussion rules.
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PROGRESS INDICATOR	iv.	Using evidence, examples, or details to support opinions and conclusions.
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**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	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.
INDICATOR / STANDARD	4.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text, tell a story, or recount an experience in an organized manner. This includes:

PROGRESS INDICATOR

- i. Using descriptive details and appropriate facts to support themes or central ideas.

STRAND / TOPIC

Research

STANDARD / STRAND	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.
INDICATOR / STANDARD	4.R.1.	Evaluation and Synthesis of Information

INDICATOR

- B. Identify search terms to locate information on the topic and gather relevant information from various print and digital sources.

INDICATOR

- C. Organize and synthesize information from the print and digital resources determining the relevance and reliability of the information gathered.

Lesson 23: Unit 6 Summarizing Multiple References, p. 185-191

Virginia Standards of Learning

Language Arts

Grade 4 - Adopted: 2024

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	4.RV.	The student will systematically build vocabulary and word knowledge based on grade-four content and texts.
INDICATOR / STANDARD	4.RV.1.	Vocabulary Development and Word Analysis

INDICATOR

- G. Distinguish shades of meaning among verbs and adjectives.

INDICATOR

- J. Use newly learned words and phrases in discussions and speaking activities.

STRAND / TOPIC

Foundations for Writing

STANDARD / STRAND	4.FFW.	The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.
INDICATOR / STANDARD	4.FFW.2.	Spelling

INDICATOR

- B. Use phoneme/grapheme (sound/symbol) correspondences to decode (read) and encode (spell) grade-level high-frequency words with automaticity and accuracy.

STRAND / TOPIC

Writing

STANDARD / STRAND	4.W.	The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.
INDICATOR / STANDARD	4.W.1.	Modes and Purposes for Writing

INDICATOR	A.	Recognize different forms of writing (narrative, expository, and persuasive) have distinctive patterns of organization to support their purpose.
INDICATOR	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.
INDICATOR	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.

STRAND / TOPIC

Writing

STANDARD / STRAND	4.W.	The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.
INDICATOR / STANDARD	4.W.2.	Organization and Composition
INDICATOR	A.	Engage in writing as a process to compose well-developed paragraphs. This includes:

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

STRAND / TOPIC

Writing

STANDARD / STRAND	4.W.	The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.
INDICATOR / STANDARD	4.W.3.	Usage and Mechanics

INDICATOR	B.	Self-and peer-edit the writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	4.LU.1.	Grammar

INDICATOR	A.	Produce, expand, and rearrange simple and compound sentences, including prepositional phrases, when speaking and writing.
INDICATOR	B.	Use coordinating (e.g., and, but), subordinating (e.g., although, because) conjunctions to join words and phrases in a sentence.
INDICATOR	C.	Use adjectives to compare and describe noun or noun phrases with specificity when speaking and writing.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	4.LU.2.	Mechanics
INDICATOR	D.	Use conventional spelling for high-frequency and other studied words and grade level word analysis knowledge.
INDICATOR	E.	Consult reference materials to check and correct spelling.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	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.
INDICATOR / STANDARD	4.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of sustained collaborative discussions with diverse partners on grade four topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively and speaking using agreed-upon discussion rules.

STRAND / TOPIC

Research

STANDARD / STRAND	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.
INDICATOR / STANDARD	4.R.1.	Evaluation and Synthesis of Information
INDICATOR	D.	Develop notes that include important concept, summaries, and identification of information sources.

Lesson 24: Unit 7 Inventive Writing, p. 191-196

Virginia Standards of Learning

Language Arts

Grade 4 - Adopted: 2024

STRAND / TOPIC

Foundations for Reading

STANDARD / STRAND	4.FFR.3.	Phonics and Word Analysis: The student will apply grade level phonics and word analysis skills to decode (read) unfamiliar words in grade level text.
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INDICATOR / STANDARD B. Use knowledge of morphology (suffixes, prefixes, root/base) to decode words.

STRAND / TOPIC **Reading and Vocabulary**

STANDARD / STRAND	4.RV.	The student will systematically build vocabulary and word knowledge based on grade-four content and texts.
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INDICATOR / STANDARD	4.RV.1.	Vocabulary Development and Word Analysis
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INDICATOR G. Distinguish shades of meaning among verbs and adjectives.

INDICATOR J. Use newly learned words and phrases in discussions and speaking activities.

STRAND / TOPIC **Writing**

STANDARD / STRAND	4.W.	The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.
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INDICATOR / STANDARD	4.W.2.	Organization and Composition
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INDICATOR	A.	Engage in writing as a process to compose well-developed paragraphs. This includes:
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PROGRESS INDICATOR i. Providing an introduction that includes a clear topic sentence that connects to the central idea.

STRAND / TOPIC **Language Usage**

STANDARD / STRAND	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.
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INDICATOR / STANDARD	4.LU.1.	Grammar
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INDICATOR C. Use adjectives to compare and describe noun or noun phrases with specificity when speaking and writing.

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	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.
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INDICATOR / STANDARD	4.C.1.	Communication, Listening, and Collaboration
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INDICATOR	A.	Participate in a range of sustained collaborative discussions with diverse partners on grade four topics and texts. This includes:
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PROGRESS INDICATOR i. Listening actively and speaking using agreed-upon discussion rules.

PROGRESS INDICATOR iv. Using evidence, examples, or details to support opinions and conclusions.

STRAND / TOPIC**Communications and Multimodal Literacies**

STANDARD / STRAND	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.
INDICATOR / STANDARD	4.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text, tell a story, or recount an experience in an organized manner. This includes:
PROGRESS INDICATOR	i.	Using descriptive details and appropriate facts to support themes or central ideas.

Lesson 25: Unit 7 Inventive Writing, p. 197-202

Virginia Standards of Learning**Language Arts****Grade 4 - Adopted: 2024****STRAND / TOPIC****Reading and Vocabulary**

STANDARD / STRAND	4.RV.	The student will systematically build vocabulary and word knowledge based on grade-four content and texts.
INDICATOR / STANDARD	4.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	E.	Apply knowledge of morphology, synonyms, and antonyms to determine the meaning of complex words.
INDICATOR	G.	Distinguish shades of meaning among verbs and adjectives.
INDICATOR	I.	Use glossaries, beginning dictionaries, and thesauruses, both print and digital, to determine or clarify the meaning of words and phrases.
INDICATOR	J.	Use newly learned words and phrases in discussions and speaking activities.

STRAND / TOPIC**Foundations for Writing**

STANDARD / STRAND	4.FFW.	The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.
INDICATOR / STANDARD	4.FFW.2.	Spelling
INDICATOR	B.	Use phoneme/grapheme (sound/symbol) correspondences to decode (read) and encode (spell) grade-level high-frequency words with automaticity and accuracy.

STRAND / TOPIC**Writing**

STANDARD / STRAND	4.W.	The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.
INDICATOR / STANDARD	4.W.1.	Modes and Purposes for Writing

INDICATOR	A.	Recognize different forms of writing (narrative, expository, and persuasive) have distinctive patterns of organization to support their purpose.
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INDICATOR	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.
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STRAND / TOPIC

Writing

STANDARD / STRAND	4.W.	The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.
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INDICATOR / STANDARD	4.W.2.	Organization and Composition
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INDICATOR	A.	Engage in writing as a process to compose well-developed paragraphs. This includes:
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PROGRESS INDICATOR	i.	Providing an introduction that includes a clear topic sentence that connects to the central idea.
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PROGRESS INDICATOR	ii.	Developing, selecting, and organizing ideas relevant to the topic, purpose, and genre using precise language and topic-specific words and phrases, descriptive details, and sensory language.
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PROGRESS INDICATOR	iii.	Using transition words and prepositional phrases to vary sentence structure and link sentences.
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PROGRESS INDICATOR	iv.	Providing a concluding statement or section.
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STRAND / TOPIC

Writing

STANDARD / STRAND	4.W.	The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.
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INDICATOR / STANDARD	4.W.3.	Usage and Mechanics
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INDICATOR	B.	Self-and peer-edit the writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
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INDICATOR / STANDARD	4.LU.1.	Grammar
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INDICATOR	A.	Produce, expand, and rearrange simple and compound sentences, including prepositional phrases, when speaking and writing.
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INDICATOR	B.	Use coordinating (e.g., and, but), subordinating (e.g., although, because) conjunctions to join words and phrases in a sentence.
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INDICATOR	C.	Use adjectives to compare and describe noun or noun phrases with specificity when speaking and writing.
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**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	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.
INDICATOR / STANDARD	4.LU.2.	Mechanics

INDICATOR D. Use conventional spelling for high-frequency and other studied words and grade level word analysis knowledge.

INDICATOR E. Consult reference materials to check and correct spelling.

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	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.
INDICATOR / STANDARD	4.C.1.	Communication, Listening, and Collaboration

INDICATOR A. Participate in a range of sustained collaborative discussions with diverse partners on grade four topics and texts. This includes:

PROGRESS INDICATOR i. Listening actively and speaking using agreed-upon discussion rules.

**STRAND /
TOPIC****Research**

STANDARD / STRAND	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.
INDICATOR / STANDARD	4.R.1.	Evaluation and Synthesis of Information

INDICATOR C. Organize and synthesize information from the print and digital resources determining the relevance and reliability of the information gathered.

INDICATOR D. Develop notes that include important concept, summaries, and identification of information sources.

Lesson 26: Unit 7 Inventive Writing, p. 203-210

Virginia Standards of Learning**Language Arts**

Grade 4 - Adopted: 2024

**STRAND /
TOPIC****Reading and Vocabulary**

STANDARD / STRAND	4.RV.	The student will systematically build vocabulary and word knowledge based on grade-four content and texts.
INDICATOR / STANDARD	4.RV.1.	Vocabulary Development and Word Analysis

INDICATOR G. Distinguish shades of meaning among verbs and adjectives.

INDICATOR	J.	Use newly learned words and phrases in discussions and speaking activities.
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STRAND / TOPIC Foundations for Writing

STANDARD / STRAND	4.FFW.	The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.
INDICATOR / STANDARD	4.FFW.2.	Spelling

INDICATOR	B.	Use phoneme/grapheme (sound/symbol) correspondences to decode (read) and encode (spell) grade-level high-frequency words with automaticity and accuracy.
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STRAND / TOPIC Writing

STANDARD / STRAND	4.W.	The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.
INDICATOR / STANDARD	4.W.1.	Modes and Purposes for Writing

INDICATOR	A.	Recognize different forms of writing (narrative, expository, and persuasive) have distinctive patterns of organization to support their purpose.
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INDICATOR	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.
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INDICATOR	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.
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STRAND / TOPIC Writing

STANDARD / STRAND	4.W.	The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.
INDICATOR / STANDARD	4.W.2.	Organization and Composition

INDICATOR	A.	Engage in writing as a process to compose well-developed paragraphs. This includes:
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PROGRESS INDICATOR	i.	Providing an introduction that includes a clear topic sentence that connects to the central idea.
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PROGRESS INDICATOR	ii.	Developing, selecting, and organizing ideas relevant to the topic, purpose, and genre using precise language and topic-specific words and phrases, descriptive details, and sensory language.
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PROGRESS INDICATOR	iii.	Using transition words and prepositional phrases to vary sentence structure and link sentences.
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PROGRESS INDICATOR	iv.	Providing a concluding statement or section.
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STRAND / TOPIC Writing

STANDARD / STRAND	4.W.	The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.
INDICATOR / STANDARD	4.W.3.	Usage and Mechanics

INDICATOR B. Self-and peer-edit the writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).

STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	4.LU.1.	Grammar

INDICATOR A. Produce, expand, and rearrange simple and compound sentences, including prepositional phrases, when speaking and writing.

INDICATOR B. Use coordinating (e.g., and, but), subordinating (e.g., although, because) conjunctions to join words and phrases in a sentence.

INDICATOR C. Use adjectives to compare and describe noun or noun phrases with specificity when speaking and writing.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	4.LU.2.	Mechanics

INDICATOR D. Use conventional spelling for high-frequency and other studied words and grade level word analysis knowledge.

INDICATOR E. Consult reference materials to check and correct spelling.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	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.
INDICATOR / STANDARD	4.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of sustained collaborative discussions with diverse partners on grade four topics and texts. This includes:

PROGRESS INDICATOR i. Listening actively and speaking using agreed-upon discussion rules.

STRAND / TOPIC

Research

STANDARD / STRAND	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.
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INDICATOR / STANDARD	4.R.1.	Evaluation and Synthesis of Information
INDICATOR	B.	Identify search terms to locate information on the topic and gather relevant information from various print and digital sources.
INDICATOR	C.	Organize and synthesize information from the print and digital resources determining the relevance and reliability of the information gathered.
INDICATOR	D.	Develop notes that include important concept, summaries, and identification of information sources.

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Virginia Standards of Learning

Language Arts

Grade 4 - Adopted: 2024

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	4.RV.	The student will systematically build vocabulary and word knowledge based on grade-four content and texts.
INDICATOR / STANDARD	4.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	E.	Apply knowledge of morphology, synonyms, and antonyms to determine the meaning of complex words.
INDICATOR	G.	Distinguish shades of meaning among verbs and adjectives.
INDICATOR	J.	Use newly learned words and phrases in discussions and speaking activities.

STRAND / TOPIC

Foundations for Writing

STANDARD / STRAND	4.FFW.	The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.
INDICATOR / STANDARD	4.FFW.2.	Spelling
INDICATOR	B.	Use phoneme/grapheme (sound/symbol) correspondences to decode (read) and encode (spell) grade-level high-frequency words with automaticity and accuracy.

STRAND / TOPIC

Writing

STANDARD / STRAND	4.W.	The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.
INDICATOR / STANDARD	4.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Recognize different forms of writing (narrative, expository, and persuasive) have distinctive patterns of organization to support their purpose.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	4.W.	The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.
INDICATOR / STANDARD	4.W.2.	Organization and Composition
INDICATOR	A.	Engage in writing as a process to compose well-developed paragraphs. This includes:
PROGRESS INDICATOR	i.	Providing an introduction that includes a clear topic sentence that connects to the central idea.
PROGRESS INDICATOR	ii.	Developing, selecting, and organizing ideas relevant to the topic, purpose, and genre using precise language and topic-specific words and phrases, descriptive details, and sensory language.
PROGRESS INDICATOR	iii.	Using transition words and prepositional phrases to vary sentence structure and link sentences.

**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	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.
INDICATOR / STANDARD	4.LU.1.	Grammar
INDICATOR	A.	Produce, expand, and rearrange simple and compound sentences, including prepositional phrases, when speaking and writing.
INDICATOR	B.	Use coordinating (e.g., and, but), subordinating (e.g., although, because) conjunctions to join words and phrases in a sentence.
INDICATOR	C.	Use adjectives to compare and describe noun or noun phrases with specificity when speaking and writing.

**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	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.
INDICATOR / STANDARD	4.LU.2.	Mechanics
INDICATOR	D.	Use conventional spelling for high-frequency and other studied words and grade level word analysis knowledge.

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	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.
INDICATOR / STANDARD	4.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of sustained collaborative discussions with diverse partners on grade four topics and texts. This includes:

INDICATOR / STANDARD	4.W.2.	Organization and Composition
INDICATOR	A.	Engage in writing as a process to compose well-developed paragraphs. This includes:
PROGRESS INDICATOR	i.	Providing an introduction that includes a clear topic sentence that connects to the central idea.
PROGRESS INDICATOR	ii.	Developing, selecting, and organizing ideas relevant to the topic, purpose, and genre using precise language and topic-specific words and phrases, descriptive details, and sensory language.
PROGRESS INDICATOR	iii.	Using transition words and prepositional phrases to vary sentence structure and link sentences.
PROGRESS INDICATOR	iv.	Providing a concluding statement or section.

STRAND / TOPIC

Writing

STANDARD / STRAND	4.W.	The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.
INDICATOR / STANDARD	4.W.3.	Usage and Mechanics

INDICATOR B. Self-and peer-edit the writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).

STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	4.LU.1.	Grammar

INDICATOR A. Produce, expand, and rearrange simple and compound sentences, including prepositional phrases, when speaking and writing.

INDICATOR B. Use coordinating (e.g., and, but), subordinating (e.g., although, because) conjunctions to join words and phrases in a sentence.

INDICATOR C. Use adjectives to compare and describe noun or noun phrases with specificity when speaking and writing.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	4.LU.2.	Mechanics

INDICATOR D. Use conventional spelling for high-frequency and other studied words and grade level word analysis knowledge.

INDICATOR	E.	Consult reference materials to check and correct spelling.
STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	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.
INDICATOR / STANDARD	4.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of sustained collaborative discussions with diverse partners on grade four topics and texts. This includes:

PROGRESS INDICATOR	i.	Listening actively and speaking using agreed-upon discussion rules.
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STRAND / TOPIC		Research
STANDARD / STRAND	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.
INDICATOR / STANDARD	4.R.1.	Evaluation and Synthesis of Information

INDICATOR	C.	Organize and synthesize information from the print and digital resources determining the relevance and reliability of the information gathered.
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INDICATOR	D.	Develop notes that include important concept, summaries, and identification of information sources.
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Virginia Standards of Learning

Language Arts

Grade 4 - Adopted: 2024

STRAND / TOPIC		Reading and Vocabulary
STANDARD / STRAND	4.RV.	The student will systematically build vocabulary and word knowledge based on grade-four content and texts.
INDICATOR / STANDARD	4.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	G.	Distinguish shades of meaning among verbs and adjectives.
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INDICATOR	J.	Use newly learned words and phrases in discussions and speaking activities.
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STRAND / TOPIC		Foundations for Writing
STANDARD / STRAND	4.FFW.	The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.
INDICATOR / STANDARD	4.FFW.2.	Spelling

INDICATOR	B.	Use phoneme/grapheme (sound/symbol) correspondences to decode (read) and encode (spell) grade-level high-frequency words with automaticity and accuracy.
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STRAND / TOPIC

Writing

STANDARD / STRAND	4.W.	The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.
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INDICATOR / STANDARD	4.W.2.	Organization and Composition
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INDICATOR	A.	Engage in writing as a process to compose well-developed paragraphs. This includes:
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PROGRESS INDICATOR	i.	Providing an introduction that includes a clear topic sentence that connects to the central idea.
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PROGRESS INDICATOR	iii.	Using transition words and prepositional phrases to vary sentence structure and link sentences.
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
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INDICATOR / STANDARD	4.LU.1.	Grammar
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INDICATOR	A.	Produce, expand, and rearrange simple and compound sentences, including prepositional phrases, when speaking and writing.
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INDICATOR	B.	Use coordinating (e.g., and, but), subordinating (e.g., although, because) conjunctions to join words and phrases in a sentence.
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INDICATOR	C.	Use adjectives to compare and describe noun or noun phrases with specificity when speaking and writing.
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
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INDICATOR / STANDARD	4.LU.2.	Mechanics
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INDICATOR	D.	Use conventional spelling for high-frequency and other studied words and grade level word analysis knowledge.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	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.
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INDICATOR / STANDARD	4.C.1.	Communication, Listening, and Collaboration
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INDICATOR	A.	Participate in a range of sustained collaborative discussions with diverse partners on grade four topics and texts. This includes:
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INDICATOR / STANDARD	4.W.2.	Organization and Composition
INDICATOR	A.	Engage in writing as a process to compose well-developed paragraphs. This includes:
PROGRESS INDICATOR	i.	Providing an introduction that includes a clear topic sentence that connects to the central idea.
PROGRESS INDICATOR	ii.	Developing, selecting, and organizing ideas relevant to the topic, purpose, and genre using precise language and topic-specific words and phrases, descriptive details, and sensory language.
PROGRESS INDICATOR	iii.	Using transition words and prepositional phrases to vary sentence structure and link sentences.
PROGRESS INDICATOR	iv.	Providing a concluding statement or section.

STRAND / TOPIC

Writing

STANDARD / STRAND	4.W.	The student will compose various works for diverse audiences and purposes, linked to grade four content and texts.
INDICATOR / STANDARD	4.W.3.	Usage and Mechanics

INDICATOR B. Self-and peer-edit the writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).

STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	4.LU.1.	Grammar

INDICATOR A. Produce, expand, and rearrange simple and compound sentences, including prepositional phrases, when speaking and writing.

INDICATOR B. Use coordinating (e.g., and, but), subordinating (e.g., although, because) conjunctions to join words and phrases in a sentence.

INDICATOR C. Use adjectives to compare and describe noun or noun phrases with specificity when speaking and writing.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	4.LU.2.	Mechanics

INDICATOR D. Use conventional spelling for high-frequency and other studied words and grade level word analysis knowledge.

INDICATOR	E.	Consult reference materials to check and correct spelling.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	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.
INDICATOR / STANDARD	4.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of sustained collaborative discussions with diverse partners on grade four topics and texts. This includes:

PROGRESS INDICATOR	i.	Listening actively and speaking using agreed-upon discussion rules.
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STRAND / TOPIC

Research

STANDARD / STRAND	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.
INDICATOR / STANDARD	4.R.1.	Evaluation and Synthesis of Information

INDICATOR	C.	Organize and synthesize information from the print and digital resources determining the relevance and reliability of the information gathered.
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INDICATOR	D.	Develop notes that include important concept, summaries, and identification of information sources.
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