



# BEDFORD COUNTY PUBLIC SCHOOLS

## Fourth Grade Curriculum Guide

[Link to K-5 Curriculum Framework](#)

3<sup>rd</sup> Grade Standards of Learning  
*Prerequisite Standards*

4<sup>th</sup> Grade Standards of Learning  
*Grade Level Standards*

5<sup>th</sup> Grade Standards of Learning  
*Extension Standards*

<p><b>COMMUNICATION: SPEAKING, LISTENING, MEDIA LITERACY</b></p> <p><b>3.1 The student will use effective communication skills in group activities.</b></p> <ul style="list-style-type: none"><li>a. Listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said.</li><li>b. Ask and respond to questions from teachers and other group members.</li><li>c. Explain what has been learned.</li><li>d. Use language appropriate for context.</li><li>e. Increase listening and speaking vocabularies.</li></ul> <p><b>3.2 The student will present brief oral reports using visual media.</b></p> <ul style="list-style-type: none"><li>a. Speak clearly.</li><li>b. Use appropriate volume and pitch.</li><li>c. Speak at an understandable rate.</li><li>d. Organize ideas sequentially or around major points of information.</li><li>e. Use contextually appropriate language and specific vocabulary to communicate ideas.</li></ul>	<p><b>COMMUNICATION: SPEAKING, LISTENING, MEDIA LITERACY</b></p> <p><b>4.1 The student will use effective oral communication skills in a variety of settings.</b></p> <ul style="list-style-type: none"><li>a. Present accurate directions to individuals and small groups.</li><li>b. Contribute to group discussions across content areas.</li><li>c. Seek ideas and opinions of others.</li><li>d. Use evidence to support opinions.</li><li>e. Use grammatically correct language and specific vocabulary to communicate ideas.</li><li>f. Communicate new ideas to others.</li><li>g. Demonstrate the ability to collaborate with diverse teams.</li><li>h. Demonstrate the ability to work independently.</li></ul> <p><b>4.2 The student will make and listen to oral presentations and reports.</b></p> <ul style="list-style-type: none"><li>a. Use subject-related information and vocabulary.</li><li>b. Listen to and record information.</li><li>c. Organize information for clarity.</li><li>d. Use language and style appropriate to the audience, topic, and purpose.</li></ul>	<p><b>COMMUNICATION: SPEAKING, LISTENING, MEDIA LITERACY</b></p> <p><b>5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.</b></p> <ul style="list-style-type: none"><li>a. Participate in and contribute to discussions across content areas.</li><li>b. Organize information to present in reports of group activities.</li><li>c. Summarize information gathered in group activities.</li><li>d. Communicate new ideas to others.</li><li>e. Demonstrate the ability to collaborate with diverse teams.</li><li>f. Demonstrate the ability to work independently.</li></ul> <p><b>5.2 The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations.</b></p> <ul style="list-style-type: none"><li>a. Maintain eye contact with listeners.</li><li>b. Use gestures to support, accentuate, and dramatize verbal message.</li><li>c. Use facial expressions to support and dramatize verbal message.</li><li>d. Use posture appropriate for communication setting.</li><li>e. Determine appropriate content for audience.</li><li>f. Organize content sequentially around major ideas.</li></ul>
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<p><b>READING</b></p> <p><b>3.3 The student will apply word-analysis skills when reading.</b></p> <p>a. Use knowledge of regular and irregular vowel patterns. b. Decode regular multisyllabic words.</p> <p><b>3.4 The student will expand vocabulary when reading.</b></p> <p>a. Use knowledge of homophones. b. Use knowledge of roots, affixes, synonyms, and antonyms. c. Apply meaning clues, language structure, and phonetic strategies.</p>	<p><b>4.3 The student will learn how media messages are constructed and for what purposes.</b></p> <p>a. Differentiate between auditory, visual, and written media messages. b. Identify the characteristics of various media messages.</p> <p><b>READING</b></p> <p><b>4.4 The student will expand vocabulary when reading.</b></p> <p>a. Use context to clarify meanings of unfamiliar words. b. Use knowledge of roots, affixes, synonyms, antonyms, and homophones. c. Use word-reference materials, including the</p>	<p>g. Summarize main points as they relate to main idea or supporting details. h. Incorporate visual media to support the presentation. i. Use language and style appropriate to the audience, topic, and purpose.</p> <p><b>5.3 The student will learn how media messages are constructed and for what purposes.</b></p> <p>a. Differentiate between auditory, visual, and written media messages. b. Identify the characteristics and effectiveness of a variety of media messages.</p> <p><b>READING</b></p> <p><b>5.4 The student will expand vocabulary when reading.</b></p> <p>a. Use context to clarify meaning of unfamiliar words and phrases. b. Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.</p>
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<p>d. Use context to clarify meaning of unfamiliar words.</p> <p>e. Discuss meanings of words and develop vocabulary by listening and reading a variety of texts.</p> <p>f. Use vocabulary from other content areas.</p> <p>g. Use word reference resources including the glossary, dictionary, and thesaurus.</p> <p><b>3.5 The student will read and demonstrate comprehension of fictional text and poetry.</b></p> <p>a. Set a purpose for reading.</p> <p>b. Make connections between previous experiences and reading selections.</p> <p>c. Make, confirm, or revise predictions.</p> <p>d. Compare and contrast settings, characters, and events.</p> <p>e. Identify the author’s purpose.</p> <p>f. Ask and answer questions about what is read.</p> <p>g. Draw conclusions about text.</p> <p>h. Identify the problem and solution.</p> <p>i. Identify the main idea.</p> <p>j. Identify supporting details.</p> <p>k. Use reading strategies to monitor comprehension throughout the reading process.</p> <p>l. Differentiate between fiction and nonfiction.</p> <p>m. Read with fluency and accuracy.</p>	<p>glossary, dictionary, and thesaurus.</p> <p>d. Develop vocabulary by listening to and reading a variety of texts.</p> <p>e. Use vocabulary from other content areas.</p> <p><b>4.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry.</b></p> <p>a. Explain the author’s purpose.</p> <p>b. Describe how the choice of language, setting, characters, and information contributes to the author’s purpose.</p> <p>c. Identify the main idea.</p> <p>d. Summarize supporting details.</p> <p>e. Identify the problem and solution.</p> <p>f. Describe the relationship between text and previously read materials.</p> <p>g. Identify sensory words.</p> <p>h. Draw conclusions/make inferences about text.</p> <p>i. Make, confirm, or revise predictions.</p> <p>j. Identify cause and effect relationships.</p> <p>k. Use reading strategies throughout the reading process to monitor comprehension.</p> <p>l. Read with fluency and accuracy.</p>	<p>c. Use knowledge of roots, affixes, synonyms, antonyms, and homophones.</p> <p>d. Identify an author’s use of figurative language.</p> <p>e. Use dictionary, glossary, thesaurus, and other word-referenced materials.</p> <p>f. Develop vocabulary by listening to and reading a variety of texts.</p> <p>g. Study word meanings across content areas.</p> <p><b>5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry.</b></p> <p>a. Describe the relationship between text and previously read materials.</p> <p>b. Describe character development.</p> <p>c. Describe the development of plot and explain the resolution of conflict(s).</p> <p>d. Describe the characteristics of free verse, rhymed, and patterned poetry.</p> <p>e. Describe how an author’s choice of vocabulary contributes to the author’s style.</p> <p>f. Identify and ask questions that clarify various points of view.</p> <p>g. Identify main idea.</p> <p>h. Summarize supporting details from text.</p> <p>i. Draw conclusions and make inferences from text.</p> <p>j. Identify cause and effect relationships.</p> <p>k. Make, confirm, or revise predictions.</p> <p>l. Use reading strategies throughout the reading process to monitor comprehension.</p> <p>m. Read with fluency and accuracy.</p>
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**3.6 The student will continue to read and demonstrate comprehension of nonfiction texts.**

- a. Identify the author's purpose.
- b. Use prior and background knowledge as context for new learning.
- c. Preview and use text features.
- d. Ask and answer questions about what is read.
- e. Draw conclusions based on text.
- f. Summarize major points found in nonfiction texts.
- g. Identify the main idea.
- h. Identify supporting details.
- i. Compare and contrast the characteristics of biographies and autobiographies.
- j. Use reading strategies to monitor comprehension throughout the reading process.
- k. Identify new information gained from reading.
- l. Read with fluency and accuracy.

**3.7 The student will demonstrate comprehension of information from a variety of print and electronic resources.**

- a. Use encyclopedias and other reference books, including online reference materials.
- b. Use table of contents, indices, and charts.

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

- a. Use text structures, such as type, headings, and graphics, to predict and categorize information in both print and digital texts.
- b. Formulate questions that might be answered in the selection.
- c. Explain the author's purpose.
- d. Identify the main idea.
- e. Summarize supporting details.
- f. Draw conclusions and make simple inferences using textual information as support.
- g. Distinguish between cause and effect.
- h. Distinguish between fact and opinion.
- i. Use prior knowledge and build additional background knowledge as context for new learning.
- j. Identify new information gained from reading.
- k. Use reading strategies throughout the reading process to monitor comprehension.
- l. Read with fluency and accuracy.

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

- a. use text organizers, such as type, headings, and graphics, to predict and categorize information in both print and digital texts.
- b. Use prior knowledge and build additional background knowledge as context for new learning.
- c. Skim materials to develop a general overview of content and to locate specific information.
- d. Identify the main idea of nonfiction texts.
- e. Summarize supporting details in nonfiction texts.
- f. Identify structural patterns found in nonfiction.
- g. Locate information to support opinions, predictions, and conclusions.
- h. Identify cause and effect relationships following transition words signaling the pattern.
- i. Differentiate between fact and opinion.
- j. Identify, compare, and contrast relationships.
- k. Identify new information gained from reading.
- l. Use reading strategies throughout the reading process to monitor comprehension.
- m. Read with fluency and accuracy.



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<p><b>WRITING</b></p> <p><b>3.8 The student will write legibly in cursive.</b></p> <p><b>3.9 The student will write for a variety of purposes.</b></p> <p>a. Identify the intended audience.</p> <p>b. Use a variety of prewriting strategies.</p> <p>c. Write a clear topic sentence focusing on the main idea.</p> <p>d. Write a paragraph on the same topic.</p> <p>e. Use strategies for organization of information and elaboration according to the type of writing.</p> <p>f. Include details that elaborate the main idea.</p> <p>g. Revise writing for clarity of content using specific vocabulary and information.</p> <p><b>3.10 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.</b></p> <p>a. Use complete sentences.</p> <p>b. Use transition words to vary sentence structure.</p> <p>c. Use the word / in compound subjects.</p> <p>d. Use past and present verb tense.</p>	<p><b>WRITING</b></p> <p><b>4.7 The student will write cohesively for a variety of purposes.</b></p> <p>a. Identify intended audience.</p> <p>b. Focus on one aspect of a topic.</p> <p>c. Use a variety of pre-writing strategies.</p> <p>d. Organize writing to convey a central idea.</p> <p>e. Recognize different modes of writing have different patterns of organization.</p> <p>f. Write a clear topic sentence focusing on the main idea.</p> <p>g. Write two or more related paragraphs on the same topic.</p> <p>h. Use transition words for sentence variety.</p> <p>i. Utilize elements of style, including word choice and sentence variation.</p> <p>j. Revise writing for clarity of content using specific vocabulary and information.</p> <p>k. Include supporting details that elaborate the main idea.</p> <p><b>4.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.</b></p> <p>a. Use subject-verb agreement.</p> <p>b. Include prepositional phrases.</p> <p>c. Eliminate double negatives.</p> <p>d. Use noun-pronoun agreement.</p>	<p><b>WRITING</b></p> <p><b>5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.</b></p> <p>a. Identify intended audience.</p> <p>b. use a variety of prewriting strategies.</p> <p>c. Organize information to convey a central idea.</p> <p>d. Write a clear topic sentence focusing on the main idea.</p> <p>e. Write multiparagraph compositions.</p> <p>f. Use precise and descriptive vocabulary to create tone and voice.</p> <p>g. Vary sentence structure by using transition words.</p> <p>h. Revise for clarity of content using specific vocabulary and information.</p> <p>i. Include supporting details that elaborate the main idea.</p> <p><b>5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.</b></p> <p>a. use plural possessives.</p> <p>b. Use adjective and adverb comparisons.</p> <p>c. Identify and use interjections.</p> <p>d. Use apostrophes in contractions and possessives.</p>
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<p>e. Use singular possessives. f. Use commas in a simple series. g. Use simple abbreviations. h. Use apostrophes in contractions with pronouns and in possessives. i. Use the articles <i>a</i>, <i>an</i>, and <i>the</i> correctly. j. Use correct spelling for frequently used sight words, including irregular plurals.</p> <p><b>RESEARCH</b> <b>3.11 The student will write a short report.</b> a. Construct questions about the topic. b. Identify appropriate resources. c. Collect and organize information about the topic into a short report. d. Understand the difference between plagiarism and using own words.</p> <p><b>3.12 The student will use available technology for reading and writing.</b></p>	<p>e. Use commas in series, dates, and addresses. f. Incorporate adjectives and adverbs. g. Use correct spelling for frequently used words including common homophones. h. Use singular possessives.</p> <p><b>RESEARCH</b> <b>4.9 The student will demonstrate comprehension of information resources to research a topic.</b> a. Construct questions about a topic. b. Collect information from multiple resources including online, print, and media. c. Use technology as a tool to organize, evaluate, and communicate information. d. Give credit to sources used in research. e. Understand the difference between plagiarism and using own words.</p>	<p>e. Use quotation marks with dialogue. f. Use commas to indicate interrupters. g. Use a hyphen to divide words at the end of a line. h. Edit for fragments and run-on sentences. i. Eliminate double negatives. j. Use correct spelling of commonly used words. k. Identify and use conjunctions.</p> <p><b>RESEARCH</b> <b>5.9 The student will find, evaluate, and select appropriate resources for a research product.</b> a. Construct questions about a topic. b. Collect information from multiple resources including online, print, and media. c. Use technology as a tool to research, organize, evaluate, and communicate information. d. Organize information presented on charts, maps, and graphs. e. Develop notes that include important concepts, summaries, and identification of information sources. f. Give credit to sources used in research. g. Define the meaning and consequences of plagiarism.</p>
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**NEW**

### **General Instructional Resources and Expectations for Teaching Reading in Fourth Grade**

#### **Communication**

At the fourth-grade level, students will apply oral communication skills to participate in discussions about learning and take part in collaborative learning projects. In order to be contributing participants in discussions, students must apply the skills involved in effectively communicating ideas and opinions, including skills such as actively listening to others and constructively agreeing or disagreeing with them. While using grammatically correct language and specific vocabulary, students will learn how to present information succinctly and confidently in oral presentations.

#### **Reading**

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

#### **Writing**

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

#### **Research**

At the fourth-grade level, students will conduct short research projects based on focused questions. Students will gather relevant information from sources and integrate the information while avoiding plagiarism.

*Excerpts taken from the 2010 VDOE Curriculum Framework*



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### General Literacy Resources

\*Reading A-Z (RAZ) resources will require your BCPS login information

\*CBM is a free site that will require you to create a free account

#### **Instructional Tools/Resources**

[High Frequency Words](#) (RAZ)  
[Shared Reading](#) (RAZ)  
[Fluency Passages](#) (RAZ)  
[Reader's Theater Scripts](#) (RAZ)  
[Literacy Apps](#)  
[4-5 Student Center Activities](#) (FCRR)  
[Comprehension Skill Packs](#) (RAZ)  
[Reading Instructional Strategy Videos](#)  
[Dolch Word Kit](#)  
[Cognitive Rigor Matrix](#)

#### **Additional Text Resources**

[Project Gutenberg](#)  
[Eyewitness to History](#)  
[Famous Speeches and Speech Topics](#)  
[Short Biographies](#)  
[Time for Kids](#)  
[Lesson plans for lit, hist, art, and culture](#)  
[Read Works](#)  
[Short passages: fiction/nonfiction/paired passages/poetry/writing by grade level](#)  
[Classic poetry](#)  
[Online library of picture books read aloud](#)  
[TUMBLECLOUD for upper elementary](#)  
[Fables and folktales](#)  
[Stories](#)

#### **Assessments and Progress Monitoring**

[Informal Decoding Inventory](#)  
[High Frequency Words Assessments](#) (RAZ)  
[Dolch Word Kit](#)  
[Administering Running Records](#) (RAZ)  
[Fluency Reading Assessments](#) (CBM)  
[Words Correct per Minute](#)  
[The Abecedarian Assessment](#)  
[Informal Word Analysis Inventory](#)  
[Easy CBM Assessment Site](#) (CBM)

- Word Reading Fluency
- High Frequency Sight Words
- Comprehension

[Informal Reading Assessments](#)

- Fluency
- Vocabulary
- Comprehension

[Sample Writing Rubric](#)

#### **Best Practices/Training for Reading**

[Reading 101: The Basics of Teaching Reading](#)  
[Effective Reading Instruction](#)  
[Phonics and Decoding](#)  
[Development of Phonological Skills](#)  
[Spelling and Word Study](#)  
[Screening and Diagnosis Module](#)  
[Differentiating in Phonemic Awareness and Word Recognition](#)  
[Informational Text Structure Module](#)  
[Improving Literacy Instruction in Elementary Schools](#)  
[Using Knowledge of Text Structure](#)

#### **VDOE/Local Resources**

[Reading Instruction and Targeted Interventions \(Webinar\)](#)  
[Curriculum Framework](#)  
[Grade 4 Reading Test Blueprint](#)  
[Enhanced Scope and Sequence](#)  
[English Instructional Resources](#)  
[Early Literacy Strategies](#)  
[Vocabulary Resources](#)  
[Writing Resources](#)  
Standards Based Rubrics:  
[K](#), [1](#), [2](#), [3](#), [4](#), [5](#)  
Reading Interventions Chart (coming soon!)  
[Unpacking the Standards](#)





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<p><b><u>Communication</u></b></p> <p>SOL 4.1, 4.2, &amp; 4.3 should be incorporated all year across contents as students present projects, participate in cooperative group work, literature circles and other types of peer/ adult interactions.</p>	<p><b><u>SOL 4.1 Oral communication</u></b></p> <p>a) Present accurate directions b) Participate in groups c) Seek ideas and opinions d) Use evidence to support opinions. e) Use grammatically correct language and specific vocabulary f) Communicate new ideas g) Collaborate w/ diverse teams h) Work independently</p> <p><b><u>SOL 4.2 Oral presentations/ reports</u></b></p> <p>a) Use subject-related info/vocab b) Listen/record information c) Organize info for clarity d) Use appropriate language/style</p> <p><b><u>SOL 4.3 Media Messages</u></b></p> <p>a) Differentiate between auditory, visual, and written media messages. b) Identify various media messages</p>	<p><b><u>SOL 4.1 Oral communication</u></b></p> <p>—————→</p> <p><i>Continue to build/maintain communication skills across content areas</i></p> <p><b><u>SOL 4.2 Oral presentations/ reports</u></b></p> <p><b><u>SOL 4.3 Media Messages</u></b></p>	<p><b><u>SOL 4.1 Oral communication</u></b></p> <p>—————→</p> <p><i>Continue to build/maintain communication skills across content areas</i></p> <p><b><u>SOL 4.2 Oral presentations/ reports</u></b></p> <p><b><u>SOL 4.3 Media Messages</u></b></p>	<p><b><u>SOL 4.1 Oral communication</u></b></p> <p>—————→</p> <p><i>Continue to build/maintain communication skills across content areas</i></p> <p><b><u>SOL 4.2 Oral presentations/ reports</u></b></p> <p><b><u>SOL 4.3 Media Messages</u></b></p>



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Content	1 <sup>st</sup> Nine Weeks	2 <sup>nd</sup> Nine Weeks	3 <sup>rd</sup> Nine Weeks	4 <sup>th</sup> Nine Weeks
<p><b>Reading</b> <a href="#">Reading Skills Progression Chart</a></p> <p><b>Fiction</b> <b>Performance Assessments:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Akiak</a></li> <li>• <a href="#">Because of Winn Dixie</a></li> <li>• <a href="#">Cendrillon</a></li> </ul> <p><b>Nonfiction</b> <b>Performance Assessments:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Making Static</a></li> <li>• <a href="#">Assessment 1</a></li> <li>• <a href="#">Assessment 2</a></li> </ul> <p><b>Poetry</b> <b>Performance Assessment:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Fog</a></li> </ul> <p><a href="#">Word Study Expectations</a></p> <p><a href="#">Spelling/Reading Correlations</a></p> <p>SOL 4.4 should be embedded in Word Study, writing and reading activities daily.</p>	<p><i>The expectation in fourth grade is that fiction and nonfiction are taught throughout the school year and integrated into all content areas. Therefore, skills listed within the first and second nine weeks should be taught and/or maintained throughout the year.</i></p>			
	<p><b>SOL 4.5 Fiction &amp; Poetry</b> a &amp; b.) Author's Purpose c.) <a href="#">Main idea</a> d.) Supporting Details i.) <a href="#">Predictions</a> k.) Reading Strategies l.) Fluency</p> <p><b>SOL 4.6 Nonfiction</b> c.) <a href="#">Author's Purpose</a> d.) <a href="#">Main idea</a> e.) <a href="#">Supporting Details</a> h.) <a href="#">Fact &amp; Opinion</a> i.) <a href="#">Background knowledge</a> j.) New Information k.) <a href="#">Reading Strategies</a> l.) Fluency</p> <p><b>SOL 4.4 Vocabulary Development</b> a.) <a href="#">Context clues</a>, b.) <a href="#">Roots, affixes</a>, synonyms, antonyms and <a href="#">homophones</a> c.) <a href="#">Reference materials</a> (dictionary, glossary and thesaurus) d. &amp; e.) <a href="#">Vocabulary development</a></p>	<p><b>SOL 4.5 Fiction &amp; Poetry</b> a &amp; b.) Author's Purpose d.) <a href="#">Summarizing</a> e.) <a href="#">Problem &amp; Solution</a> h.) <a href="#">Drawing Conclusions &amp; Inferences</a> j.) Cause &amp; Effect k.) Reading Strategies l.) Fluency</p> <p><b>SOL 4.6 Nonfiction</b> c.) <a href="#">Author's Purpose</a> e.) <a href="#">Summarizing</a> f.) <a href="#">Drawing Conclusions &amp; Inferences</a> g.) Cause &amp; Effect i.) Background knowledge j.) New Information k.) Reading Strategies l.) Fluency</p> <p><b>SOL 4.4 Vocabulary Development</b> a.) <a href="#">Context clues</a>, b.) <a href="#">Roots, affixes</a>, synonyms, antonyms and <a href="#">homophones</a> c.) <a href="#">Reference materials</a> (dictionary, glossary and thesaurus) d. &amp; e.) <a href="#">Vocabulary development</a></p>	<p><b>SOL 4.5 Fiction &amp; Poetry</b> a &amp; b.) Author's Purpose f.) Relationship between text &amp; previously read materials g.) Sensory words k.) Reading Strategies l.) Fluency</p> <p><b>SOL 4.6 Nonfiction</b> a.) <a href="#">Text Structure</a> b.) Formulating Questions c.) Author's Purpose i.) Background knowledge j.) New Information k.) Reading Strategies l.) Fluency</p> <p><b>SOL 4.4 Vocabulary Development</b> a.) <a href="#">Context clues</a>, b.) <a href="#">Roots, affixes</a>, synonyms, antonyms and <a href="#">homophones</a> c.) <a href="#">Reference materials</a> (dictionary, glossary and thesaurus) d. &amp; e.) <a href="#">Vocabulary development</a></p>	<p><b>Go back and review skills identified as weaknesses based on benchmark assessments.</b></p> <p><a href="#">Review of Fiction &amp; Nonfiction</a></p> <p>Compare fiction and nonfiction looking for similarities and differences</p> <p><b>Common 4<sup>th</sup> grade weaknesses:</b> Author's Purpose <a href="#">Inferences &amp; Conclusions</a> Formulating Questions Cause &amp; Effect Sensory Words</p> <p><b>SOL 4.4 Vocabulary Development</b> a.) <a href="#">Context clues</a>, b.) <a href="#">Roots, affixes</a>, synonyms, antonyms and <a href="#">homophones</a> c.) <a href="#">Reference materials</a> (dictionary, glossary and thesaurus) d. &amp; e.) <a href="#">Vocabulary development</a></p>



# BEDFORD COUNTY PUBLIC SCHOOLS

## Fourth Grade Curriculum Guide

[Link to K-5 Curriculum Framework](#)

Content	1 <sup>st</sup> Nine Weeks	2 <sup>nd</sup> Nine Weeks	3 <sup>rd</sup> Nine Weeks	4 <sup>th</sup> Nine Weeks
<p><b>SOL 4.9 Research</b></p> <p><b>Research Skills Progression Chart</b></p> <p><b>Internet Safety Lessons:</b></p>	<p><b>Introduce reading for research</b>  <b>SOL 4.9 a, b, d, &amp; e</b>  <a href="#">Use reference materials</a>            (dictionary, thesaurus, encyclopedia, atlas, almanac)  <a href="#">Collect information</a> (online, print, media)            Give credit to sources  <a href="#">Avoid plagiarism</a></p> <p>Students will research and take notes on a topic using one source and citing appropriately.</p> <p><a href="#">"Privacy Rules"</a></p>	<p><b>SOL 4.9 all</b>            Use reference materials (dictionary, thesaurus, encyclopedia, atlas, almanac)  <a href="#">Collect information</a> (online, print, media)            Give credit to sources            Avoid plagiarism</p> <p>Students will research and take notes on a topic using at least one source and citing appropriately. The type of source should be different from the 1<sup>st</sup> nine weeks.</p> <p>Students will create a media presentation of some type to present. (Ex. PowerPoint)</p> <p><a href="#">"Writing Good E-Mails"</a></p>	<p><b>SOL 4.9 all</b></p> <ul style="list-style-type: none"> <li>● Media Messages               <ul style="list-style-type: none"> <li>○ Auditory</li> <li>○ Visual</li> <li>○ Written</li> </ul> </li> </ul> <p>Cumulative Research Project (See writing)</p> <p><a href="#">"Choosing a Search Site"</a>  <a href="#">"Right Sites"</a></p>	





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Content	1 <sup>st</sup> Nine Weeks	2 <sup>nd</sup> Nine Weeks	3 <sup>rd</sup> Nine Weeks	4 <sup>th</sup> Nine Weeks
<p><b><u>Writing SOL 4.7</u></b></p> <p><b><u>Writing Skills Progression Chart</u></b></p> <p>Click <a href="#">HERE</a> for example writing rubric.</p> <p><i>Daily writing opportunities should be embedded across all content areas.</i></p> <p><i>Narrative and expository strategies, models, rubrics, and lessons are available in the Write from the Beginning and Beyond resources.</i></p>	<p><b><u>Writing Focus:</u></b> Descriptive writing and writing to entertain</p> <p><b><u>Types of Writing</u></b></p> <ul style="list-style-type: none"> <li>● Expository</li> <li>● Personal narratives</li> <li>● Narratives</li> <li>● Review cursive</li> <li>● At least one typed piece of writing</li> </ul> <p><b><u>Writing Skills</u></b></p> <ul style="list-style-type: none"> <li>● Focus on one topic</li> <li>● Pre-writing strategies</li> <li>● Organize for central idea</li> <li>● Topic Sentence</li> <li>● Use transition words</li> <li>● Two or more paragraphs on same topic</li> <li>● Word choice and sentence variation</li> <li>● Supporting details</li> <li>● Revise writing</li> <li>● Give credit to sources</li> <li>● Identify audience</li> <li>● Recognize different types of writing have different organization</li> </ul>	<p><b><u>Writing Focus:</u></b> Informative and explanatory</p> <p><b><u>Types of Writing</u></b></p> <ul style="list-style-type: none"> <li>● Summaries</li> <li>● How To Papers</li> <li>● Require cursive practice daily embedded in written assignments</li> <li>● At least one typed piece of writing</li> </ul> <p><b><u>Writing Skills</u></b></p> <ul style="list-style-type: none"> <li>● Focus on one topic</li> <li>● Pre-writing strategies</li> <li>● Organize for central idea</li> <li>● Topic Sentence</li> <li>● Use transition words</li> <li>● Two or more paragraphs on same topic</li> <li>● Word choice and sentence variation</li> <li>● Supporting details</li> <li>● Revise writing</li> <li>● Give credit to sources</li> <li>● Identify audience</li> <li>● Recognize different types of writing have different organization</li> </ul>	<p><b><u>Writing Focus:</u></b> Research</p> <p><b><u>Types of Writing</u></b></p> <ul style="list-style-type: none"> <li>● Cumulative research project</li> </ul> <p><a href="#">Rubric required</a></p> <p>Oral presentation required</p> <p>Use of media required</p> <ul style="list-style-type: none"> <li>● Require cursive on final draft of one piece of writing at least once in the nine weeks</li> </ul> <p><b><u>Writing Skills</u></b></p> <ul style="list-style-type: none"> <li>● Focus on one topic</li> <li>● Pre-writing strategies</li> <li>● Organize for central idea</li> <li>● Topic Sentence</li> <li>● Use transition words</li> <li>● Two or more paragraphs on same topic</li> <li>● Word choice and sentence variation</li> <li>● Supporting details</li> <li>● Revise writing</li> <li>● Give credit to sources</li> <li>● Identify audience</li> <li>● Recognize different types of writing have different organization</li> </ul>	<p><b><u>Writing Focus:</u></b> Descriptive writing and writing to entertain</p> <p><b><u>Types of Writing</u></b></p> <ul style="list-style-type: none"> <li>● Poetry</li> <li>● Narratives</li> <li>● Require cursive on final draft at least once in the nine weeks</li> <li>● At least one typed piece of writing</li> </ul> <p><b><u>Writing Skills</u></b></p> <ul style="list-style-type: none"> <li>● Focus on one topic</li> <li>● Pre-writing strategies</li> <li>● Organize for central idea</li> <li>● Topic Sentence</li> <li>● Use transition words</li> <li>● Two or more paragraphs on same topic</li> <li>● Word choice and sentence variation</li> <li>● Supporting details</li> <li>● Revise writing</li> <li>● Give credit to sources</li> <li>● Identify audience</li> <li>● Recognize different types of writing have different organization</li> </ul>



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Content	1 <sup>st</sup> Nine Weeks	2 <sup>nd</sup> Nine Weeks	3 <sup>rd</sup> Nine Weeks	4 <sup>th</sup> Nine Weeks
<p><b>Grammar Mini Lessons SOL 4.8</b></p> <p><a href="#">Grammar Skills Progression Chart</a></p> <p>Grammar skills may be taught in any order according to writing focus and needs of class and individual. It is important to be sure that the skills listed are mastered by the end of the grade level.</p>	<p><u>Embed in student writing throughout the year.</u></p> <p>Nouns</p> <ul style="list-style-type: none"> <li>○ Common</li> <li>○ Proper</li> <li>○ Singular</li> <li>○ Plural</li> <li>○ Singular possessive</li> <li>○ Plural possessive</li> </ul> <p>Adjectives</p> <ul style="list-style-type: none"> <li>○ Adjectives after “be”</li> <li>○ Using <i>a</i>, <i>an</i> and <i>the</i></li> <li>○ Comparisons with <i>more</i> and <i>most</i></li> <li>○ Comparisons with <i>good</i> and <i>bad</i></li> <li>○ Singular possessive</li> <li>○ Plural possessive</li> </ul>	<p><u>Embed in student writing throughout the year.</u></p> <p>Verbs</p> <ul style="list-style-type: none"> <li>○ Action</li> <li>○ Main and helping</li> <li>○ Present, Past and Future</li> <li>○ Irregular</li> <li>○ The verb “be”</li> </ul> <p>Subject-verb agreement</p> <p>Contractions with not</p> <p>Capitalization</p> <p>Punctuation</p> <p>Abbreviations</p> <p>Commas in a series</p> <p>Run-on sentences</p>	<p><u>Embed in student writing throughout the year.</u></p> <p>Pronouns</p> <ul style="list-style-type: none"> <li>○ Subject</li> <li>○ Object</li> <li>○ Comparisons with <i>good</i> and <i>bad</i></li> <li>○ Reflexive</li> </ul>	<p><u>Embed in student writing throughout the year.</u></p> <p>Adverbs</p> <ul style="list-style-type: none"> <li>○ Comparing with adverbs</li> <li>○ Using <i>good</i> and <i>well</i></li> <li>○ Negatives</li> </ul> <p>Prepositions</p> <ul style="list-style-type: none"> <li>○ Elaborating</li> <li>○ Combining sentences</li> </ul> <p>Quotation Marks</p>

