

**4th Grade L.A. Curriculum Guide
Lunenburg County Public Schools
June 2014**

Marking Period: Introduced first then ongoing

Days: 180

Reporting Category/Strand: Communication

SOL 4.1a-h	<p>The student will use effective oral communication skills in a variety of settings.</p> <ul style="list-style-type: none">a) Present accurate directions to individuals and small groups.b) Contribute to group discussions across content areas.c) Seek ideas and opinions of others.d) Use evidence to support opinions.e) Use grammatically correct language and specific vocabulary to communicate ideas.f) Communicate new ideas to others.g) Demonstrate the ability to collaborate with diverse teams.h) Demonstrate the ability to work independently.
Essential Knowledge/Skills/Understandings	<p>All students should</p> <ul style="list-style-type: none">● participate effectively in discussions by:<ul style="list-style-type: none">● asking clarifying questions;● providing explanations; when necessary;● reflecting on the ideas and opinions of others; and● supporting opinions with examples and details.● demonstrate an ability to work independently and in small groups. <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">● participate in a range of discussions building on others' ideas and clearly expressing their own (e.g., one-on-one, in groups, teacher-led).● give accurate directions by:<ul style="list-style-type: none">● identifying the information needed by the listener;● organizing and sequencing the information in a logical way;● explaining or defining any terms that might be unfamiliar to the listener;● articulating the information in a clear, organized manner; and● making connections to previous common knowledge of a group of listeners.● participate in a variety of partner and/or group discussions by:<ul style="list-style-type: none">● following rules for discussions and assigned partner or group roles;● offering comments that are relevant to the topic of discussion;

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	<ul style="list-style-type: none"> ● asking appropriate questions to solicit knowledge and opinions of others; ● supporting opinions with appropriate examples and details; ● identifying reasons and evidence a speaker provides to support particular points; ● communicating new ideas to others; ● responding to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others; ● reviewing key ideas expressed in discussions and explaining their own ideas and understanding ● distinguishing fact from opinion; ● avoiding hindering the progress of the discussion (learning not to interrupt); ● taking turns speaking during a discussion; ● maintaining appropriate eye contact and attentive body language while listening; and ● respecting the comments of others, especially if the comments express opinions that are different from one's own. ● use grammatically correct language. ● use specific vocabulary to enhance oral communication. ● work independently and with diverse teams in a variety of settings.
Essential Questions	
Primary Resources	<p>Correlations Super Teacher Worksheets</p> <p>Websites</p> <p>Lesson Plans</p> <p>Videos Study and Reading Skills http://app.discoveryeducation.com/search?N=18341+4294925217&browseFilter=d Service:DE%20Streaming, http://www.watchknowlearn.org/Category.aspx?CategoryID=5986</p> <p>Literature/Music Connections Literature Connections</p>
Essential Vocabulary	Discussion - talk, oral - using tone, language- grammar

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Reporting Category/Strand: Communication

<p>SOL 4.2a-d</p>	<p>The student will make and listen to oral presentations and reports.</p> <ul style="list-style-type: none"> a) Use subject-related information and vocabulary. b) Listen to and record information. c) Organize information for clarity. d) Use language and style appropriate to the audience, topic, and purpose
<p>Essential Knowledge/Skills/Understandings</p>	<p>All students should</p> <ul style="list-style-type: none"> ● apply basic patterns of organization when preparing an oral presentation. ● develop the skills necessary for active listening <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> ● make oral presentations and reports by: <ul style="list-style-type: none"> ● reporting on a topic or text, telling a story, or recounting an experience in an organized manner, using specific vocabulary, appropriate facts and descriptive details to support main ideas or themes; ● organizing information around a central idea with supporting details and using specific vocabulary; ● organizing information for clarity; ● speaking clearly, using appropriate voice level and speaking rate; ● differentiating formal and informal language and style when appropriate to task and situation (e.g., presentations, small-group discussions); ● selecting words and phrases to convey precise ideas; ● using voice inflection for effect; and ● adding visual displays to presentations when appropriate to enhance development of theme and/or main ideas. ● use active listening skills by: <ul style="list-style-type: none"> ● looking at the speaker; ● thinking about the main points the speaker is making; and taking notes.
<p>Essential Questions</p>	
<p>Primary Resources</p>	<p>Correlations</p> <p>Websites</p> <p>Lesson Plans</p> <p>Media Literacy</p>

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	<p>http://www.doe.virginia.gov/testing/sol/standards_docs/english/2010/lesson_plans/research/3-5/49_3-5_research_research_using_technology.pdf</p> <p>Media Literacy Applied</p> <p>Videos Brainpop:study skills http://app.discoveryeducation.com/search?N=18341+4294925217&browseFilter=d_Service:DE%20Streaming, http://www.watchknowlearn.org/Category.aspx?CategoryID=5986</p> <p>Literature/Music Connections Literature Connections</p>
Essential Vocabulary	<p>visual - sight voice inflection - tone theme - main idea</p>

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Reporting Category/Strand: READING

SOL 4.3ab	<p>The student will learn how media messages are constructed and for what purposes.</p> <ul style="list-style-type: none"> a) Differentiate between auditory, visual, and written media messages. b) Identify the characteristics of various media messages.
Essential Knowledge/Skills/Understandings	<p>All students should</p> <ul style="list-style-type: none"> • identify attributes of a constructed message (i.e., audience and purpose) <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • access media messages and identify what types of media are used
Essential Questions	
Primary Resources	<p>Correlations Super Teacher Worksheets</p>

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	<p>Websites http://www.doe.virginia.gov/testing/sol/standards_docs/english/2010/lesson_plans/research/3-5/49_3-5_research_research_using_technology.pdf</p> <p>Lesson Plans Communication/Media Literacy</p> <p>Videos Study and Reading Skills http://app.discoveryeducation.com/search?N=18341+4294925217&browseFilter=d_Service:DE%20Streaming, http://www.watchknowlearn.org/Category.aspx?CategoryID=5986</p> <p>Literature/Music Connections Literature Connections</p>
Essential Vocabulary	<p>auditory- sound visual - sight media - use of</p>

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Reporting Category/Strand: READING

SOL 4.5d	<p>The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry.</p> <p>d) Summarize supporting details.</p>
Essential Knowledge/Skills/Understandings	<p>All students should</p> <ul style="list-style-type: none"> ● identify the main idea or theme of a text and summarize using supporting details. <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> ● develop a variety of comprehension strategies.

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	<ul style="list-style-type: none"> • read a variety of fictional texts, narrative nonfiction texts, and poetry. • explain events, procedures, ideas, or concepts in fictional texts, narrative nonfiction texts, and poetry, including what happened and why, based on specific information in the text.
Essential Questions	<ul style="list-style-type: none"> • What strategies can I use to help me understand what I am reading? • How do I use the context of a sentence to help me determine the meaning of unfamiliar words?
Primary Resources	<p>Correlations http://www.watchknowlearn.org/Category.aspx?CategoryID=14401</p> <p>Websites http://www.k12reader.com/subject/4th-grade-reading-comprehension-worksheets/ http://exchange.smarttech.com/search.html?q=summarize&subject=English+Language+Arts&grade=Grade+4&region=en_US http://resources.woodlands-junior.kent.sch.uk/interactive/literacy/index.htm</p> <p>Lesson Plans</p> <p>Videos http://www.watchknowlearn.org/Category.aspx?CategoryID=5508</p> <p>Literature and Music Connections Literature Connections</p>
Essential Vocabulary	narrative - written story

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Reporting Category/Strand: READING

SOL 4.4b	<p>The student will expand vocabulary when reading.</p> <p>b) Use knowledge of roots, affixes, synonyms, antonyms, and homophones.</p>
Essential Knowledge/Skills/Understandings	<p>All students should</p> <ul style="list-style-type: none"> • use the content and structure of a sentence, paragraph, or reading selection to help determine the meaning of an unfamiliar word. • use a variety of strategies and word recognition skills to support comprehension.

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	<ul style="list-style-type: none"> ● know the type of information found in word reference materials such as a glossary, dictionary, and thesaurus. <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> ● use their knowledge of affixes (prefixes and suffixes) to read and understand the meanings of words. ● use their knowledge of synonyms (words with similar meanings) and antonyms (words with opposite meanings) to understand the meanings of unfamiliar words.
Essential Questions	<ul style="list-style-type: none"> ● What are the qualities of good writing?
Primary Resources	<p>Correlations Synonym/Antonym Worksheet Homophone Worksheet</p> <p>Websites http://www.fcrr.org/curriculum/PDF/G4-5/45APartOne.pdf http://www.fcrr.org/curriculum/PDF/G4-5/45VPartOne.pdf http://www.fcrr.org/curriculum/PDF/G4-5/45VPartOne.pdf http://www.fcrr.org/curriculum/PDF/G4-5/45VPartTwo.pdf http://www.fcrr.org/curriculum/PDF/G4-5/45VPartThree.pdf http://resources.woodlands-junior.kent.sch.uk/interactive/literacy/index.htm</p> <p>Lesson Plans Homophones Vocabulary: roots, affixes, syn., ant., and homophones</p> <p>Videos http://www.watchknowlearn.org/Video.aspx?VideoID=32647&CategoryID=206 http://www.watchknowlearn.org/Video.aspx?VideoID=32647&CategoryID=206</p> <p>Literature and Music Connections Literature Connections</p>
Essential Vocabulary	<p>affix - an addition to a word construct - put together function - how it works</p>

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Reporting Category/Strand: READING

SOL 4.6c	The student will read and demonstrate comprehension of nonfiction texts. c) Explain the author's purpose.
Essential Knowledge/Skills/Understandings	All students should <ul style="list-style-type: none"> ● summarize key details of informational texts, connecting new information to prior knowledge. ● identify and use text structures, such as headings, paragraphs, and format, to preview a text and make predictions in order to comprehend. ● actively ask questions, visualize, make connections, and predict as they read To be successful with this standard, students are expected to <ul style="list-style-type: none"> ● explain author's purpose (e.g., to entertain, persuade, inform).
Essential Questions	<ul style="list-style-type: none"> ● What strategies can I use to help me understand what I am reading? ● How do I use the context of a sentence to help me determine the meaning of unfamiliar words?
Primary Resources	<p>Correlations http://www.watchknowlearn.org/Category.aspx?CategoryID=14401</p> <p>Websites http://www.fcrr.org/curriculum/PDF/G4-5/45CPartThree.pdf http://www.k12reader.com/subject/4th-grade-reading-comprehension-worksheets/ http://resources.woodlands-junior.kent.sch.uk/interactive/literacy/index.htm</p> <p>Lesson Plans Author's Purpose</p> <p>Videos http://www.watchknowlearn.org/Category.aspx?CategoryID=1445</p> <p>Literature and Music Connections Literature Connections</p>
Essential Vocabulary	informational text - factual text predict - what will happen

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	affect - relationship - significance - importance
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Reporting Category/Strand: READING

SOL 4.5i	The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry. i) Make, confirm, or revise predictions.
Essential Knowledge/Skills/Understandings	All students should <ul style="list-style-type: none"> ● develop a variety of comprehension strategies. ● read a variety of fictional texts, narrative nonfiction texts, and poetry. ● explain events, procedures, ideas, or concepts in fictional texts, narrative nonfiction texts, and poetry, including what happened and why, based on specific information in the text. To be successful with this standard, students are expected to <ul style="list-style-type: none"> ● make, confirm, or revise predictions.
Essential Questions	<ul style="list-style-type: none"> ● What strategies can I use to help me understand what I am reading? ● How do I use the context of a sentence to help me determine the meaning of unfamiliar words?
Primary Resources	Correlations http://www.watchknowlearn.org/Category.aspx?CategoryID=14401 Websites http://www.k12reader.com/subject/4th-grade-reading-comprehension-worksheets/ http://exchange.smarttech.com/search.html?q=predictions&subject=English+Language+Arts&grade=Grade+4&region=en_US http://resources.woodlands-junior.kent.sch.uk/interactive/literacy/index.htm Lesson Plans Making, Revising, and Confirming Predictions Videos Literature and Music Connections

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	Literature Connections
Essential Vocabulary	confirm - truth events - important happening evidence -

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Reporting Category/Strand: READING

SOL 4.5a	The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry. b) Describe how the choice of language, setting, characters, and information contributes to the author’s purpose.
Essential Knowledge/Skills/Understandings	All students should <ul style="list-style-type: none"> • develop a variety of comprehension strategies. • read a variety of fictional texts, narrative nonfiction texts, and poetry. • explain events, procedures, ideas, or concepts in fictional texts, narrative nonfiction texts, and poetry, including what happened and why, based on specific information in the text. <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • explain the author’s purpose (e.g., to entertain, inform, or persuade). • describe how the choice of language, setting, characters, details, and other information contribute to the author’s purpose.
Essential Questions	<ul style="list-style-type: none"> • What strategies can I use to help me understand what I am reading? • How do I use the context of a sentence to help me determine the meaning of unfamiliar words?
Primary Resources	<p>Correlations http://www.watchknowlearn.org/Category.aspx?CategoryID=14401</p> <p>Websites http://www.fcrr.org/curriculum/PDF/G4-5/45CPartOne.pdf http://www.fcrr.org/curriculum/PDF/G4-5/45CPartThree.pdf http://www.k12reader.com/subject/4th-grade-reading-comprehension-worksheets/ http://resources.woodlands-junior.kent.sch.uk/interactive/literacy/index.htm</p> <p>Lesson Plans</p>

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	Videos Literature and Music Connections Literature Connections
Essential Vocabulary	author's purpose - why he/she writes interpret - explain the meaning

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Reporting Category/Strand: READING

SOL 4.6i	The student will read and demonstrate comprehension of nonfiction texts. i) Use prior knowledge and build additional background knowledge as context for new learning.
Essential Knowledge/Skills/Understandings	All students should <ul style="list-style-type: none"> ● summarize key details of informational texts, connecting new information to prior knowledge. ● identify and use text structures, such as headings, paragraphs, and format, to preview a text and make predictions in order to comprehend. ● actively ask questions, visualize, make connections, and predict as they read. To be successful with this standard, students are expected to <ul style="list-style-type: none"> ● apply prior knowledge to make predictions and to describe the relationship between content and previously learned concepts.
Essential Questions	<ul style="list-style-type: none"> ● What strategies can I use to help me understand what I am reading? ● How do I use the context of a sentence to help me determine the meaning of unfamiliar words?
Primary Resources	Correlations http://www.watchknowlearn.org/Category.aspx?CategoryID=14401 Websites http://www.fcrr.org/curriculum/PDF/G4-5/45CPartFour.pdf http://www.k12reader.com/subject/4th-grade-reading-comprehension-worksheets/ http://resources.woodlands-junior.kent.sch.uk/interactive/literacy/index.htm

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	<p>Lesson Plans Context Clues</p> <p>Videos http://www.watchknowlearn.org/Category.aspx?CategoryID=1286</p> <p>Literature and Music Connections Literature Connections</p>
Essential Vocabulary	<p>summarize - shorten description of passage, paragraph or book content - subject covered concepts - idea</p>

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Days: 180

Reporting Category/Strand: READING

SOL 4.4C	<p>The student will expand vocabulary when reading.</p> <p>c) Use word-reference materials, including the glossary, dictionary, and thesaurus.</p>
Essential Knowledge/Skills/Understandings	<p>All students should</p> <ul style="list-style-type: none"> ● use the content and structure of a sentence, paragraph, or reading selection to help determine the meaning of an unfamiliar word. ● use a variety of strategies and word recognition skills to support comprehension. ● know the type of information found in word reference materials such as a glossary, dictionary, and thesaurus. <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> ● identify and consult the word-reference material(s), including the glossary, dictionary, and thesaurus, most likely to contain needed information to clarify word meaning.
Essential Questions	
Primary Resources	<p>Correlations Research Worksheets</p> <p>Websites</p>

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	<p>http://exchange.smarttech.com/search.html?q=word+reference&subject=English+Language+Arts&grade=Grade+4&region=en_US http://resources.woodlands-junior.kent.sch.uk/interactive/literacy/index.htm</p> <p>Lesson Plans Word Reference Materials</p> <p>Videos Reference Materials http://www.watchknowlearn.org/Video.aspx?VideoID=32647&CategoryID=206 Reference Materials</p> <p>Literature and Music Connections Literature Connections</p>
Essential Vocabulary	reference - materials with information

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Reporting Category/Strand: READING

SOL 4.5b	<p>The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry.</p> <p>b) Describe how the choice of language, setting, characters, and information contributes to the author’s purpose.</p>
Essential Knowledge/Skills/Understandings	<p>All students should</p> <ul style="list-style-type: none"> ● develop a variety of comprehension strategies. ● read a variety of fictional texts, narrative nonfiction texts, and poetry. ● explain events, procedures, ideas, or concepts in fictional texts, narrative nonfiction texts, and poetry, including what happened and why, based on specific information in the text. <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> ● describe how the choice of language, setting, characters, details, and other information contribute to the author’s purpose.
Essential Questions	<ul style="list-style-type: none"> ● What strategies can I use to help me understand what I am reading? ● How do I use the context of a sentence to help me determine the meaning of unfamiliar words?
Primary Resources	Correlations

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	<p>http://www.watchknowlearn.org/Category.aspx?CategoryID=14401</p> <p>Websites http://www.k12reader.com/subject/4th-grade-reading-comprehension-worksheets/ http://exchange.smarttech.com/search.html?q=comprehension&subject=English+Language+Arts&grade=Grade+4&region=en_US http://resources.woodlands-junior.kent.sch.uk/interactive/literacy/index.htm</p> <p>Lesson Plans</p> <p>Videos</p> <p>Literature and Music Connections Literature Connections</p>
Essential Vocabulary	contribute - give

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Reporting Category/Strand: READING

SOL 4.4a	<p>The student will expand vocabulary when reading.</p> <p>a) Use context to clarify meanings of unfamiliar words.</p>
Essential Knowledge/Skills/Understandings	<p>All students should</p> <ul style="list-style-type: none"> ● use the content and structure of a sentence, paragraph, or reading selection to help determine the meaning of an unfamiliar word. ● use a variety of strategies and word recognition skills to support comprehension. ● know the type of information found in word reference materials such as a glossary, dictionary, and thesaurus <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> ● use context as a clue to clarify the meaning of unfamiliar words or phrases (e.g., definitions, examples, or restatements of text). ● use clues in the context of a sentence, paragraph, or reading selection to predict and explain the meanings of words that have more than one definition.
Essential Questions	
Primary Resources	<p>Correlations Super Teacher Worksheets</p>

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	<p>Websites http://exchange.smarttech.com/search.html?q=context+clues&subject=English+Language+Arts&grade=Grade+4&region=en_US http://resources.woodlands-junior.kent.sch.uk/interactive/literacy/index.htm</p> <p>Lesson Plans Context Clues</p> <p>Videos http://www.teachertube.com/viewVideo.php?video_id=91484 http://www.watchknowlearn.org/Category.aspx?CategoryID=1286 http://www.watchknowlearn.org/Video.aspx?VideoID=32647&CategoryID=206</p> <p>Literature and Music Connections Literature Connections</p>
Essential Vocabulary	strategies - usage of materials

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Reporting Category/Strand: READING

SOL 4.51	<p>The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry.</p> <p>1) Read with fluency and accuracy.</p>
Essential Knowledge/Skills/Understandings	<p>All students should</p> <ul style="list-style-type: none"> ● develop a variety of comprehension strategies. ● read a variety of fictional texts, narrative nonfiction texts, and poetry. ● explain events, procedures, ideas, or concepts in fictional texts, narrative nonfiction texts, and poetry, including what happened and why, based on specific information in the text. <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> ● read familiar text with fluency, accuracy, and prosody.

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	<ul style="list-style-type: none"> ● read with sufficient accuracy and fluency to support comprehension.
Essential Questions	
Primary Resources	<p>Correlations http://www.watchknowlearn.org/Category.aspx?CategoryID=14401</p> <p>Websites http://www.fcrr.org/curriculum/PDF/G4-5/45FPartOne.pdf http://www.fcrr.org/curriculum/PDF/G4-5/45FPartTwo.pdf http://www.k12reader.com/subject/4th-grade-reading-comprehension-worksheets/ http://resources.woodlands-junior.kent.sch.uk/interactive/literacy/index.htm</p> <p>Lesson Plans</p> <p>Videos</p> <p>Literature and Music Connections Literature Connections</p>
Essential Vocabulary	strategies -

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Reporting Category/Strand: READING

SOL 4.5c	<p>The student will read and demonstrate comprehension of nonfiction texts.</p> <ul style="list-style-type: none"> c) Identify the main idea.
Essential Knowledge/Skills/Understandings	<p>All students should</p> <ul style="list-style-type: none"> ● summarize key details of informational texts, connecting new information to prior knowledge. ● identify and use text structures, such as headings, paragraphs, and format, to preview a text and make predictions in order to comprehend. ● actively ask questions, visualize, make connections, and predict as they read <p>To be successful with this standard, students are expected to</p>

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	<ul style="list-style-type: none"> identify the main idea and supporting details within a selection summarizing the text by using tools such as graphic organizers, outlining, and notes.
Essential Questions	
Primary Resources	<p>Correlations http://www.watchknowlearn.org/Category.aspx?CategoryID=14401</p> <p>Websites http://www.k12reader.com/subject/4th-grade-reading-comprehension-worksheets/ http://exchange.smarttech.com/search.html?q=main+idea&subject=English+Language+Arts&grade=Grade+4&region=en_US http://resources.woodlands-junior.kent.sch.uk/interactive/literacy/index.htm</p> <p>Lesson Plans</p> <p>Videos http://www.watchknowlearn.org/Category.aspx?CategoryID=1285 http://www.watchknowlearn.org/Category.aspx?CategoryID=1445</p> <p>Literature and Music Connections Literature Connections</p>
Essential Vocabulary	<p>evidence - proof predictions - conclude - draw to an end</p>

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Reporting Category/Strand: READING

SOL 4.6a	<p>The student will read and demonstrate comprehension of nonfiction texts.</p> <p>a) Use text structures, such as type, headings, and graphics, to predict and categorize information in both print and digital texts.</p>
Essential Knowledge/Skills/Understandings	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> use text features, such as special type styles (e.g., boldfaced, italics) and color, captions under pictures and graphics, and headings of sections and chapters, to predict and categorize information in both print and digital texts.

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	<ul style="list-style-type: none"> • understand how written text and accompanying illustrations connect to convey meaning (e.g., charts, graphs, diagrams, timelines, animations).
Essential Questions	
Primary Resources	<p>Correlations http://www.watchknowlearn.org/Category.aspx?CategoryID=14401</p> <p>Websites http://www.fcrr.org/curriculum/PDF/G4-5/45CPartTwo.pdf http://resources.woodlands-junior.kent.sch.uk/interactive/literacy/index.htm</p> <p>Lesson Plans Text Features</p> <p>Videos</p> <p>Literature and Music Connections Literature Connections</p>
Essential Vocabulary	method - procedures

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Reporting Category/Strand: READING

SOL 4.61	<p>The student will read and demonstrate comprehension of nonfiction texts.</p> <p>1) Read with fluency and accuracy.</p>
Essential Knowledge/Skills/Understandings	<p>All students should</p> <ul style="list-style-type: none"> • summarize key details of informational texts, connecting new information to prior knowledge. • identify and use text structures, such as headings, paragraphs, and format, to preview a text and make predictions in order to comprehend. • actively ask questions, visualize, make connections, and predict as they read. <p>To be successful with this standard, students are expected to</p>

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	<ul style="list-style-type: none"> ● read familiar text with fluency, accuracy, and expression
Essential Questions	
Primary Resources	<p>Correlations http://www.watchknowlearn.org/Category.aspx?CategoryID=14401</p> <p>Websites http://www.fcrr.org/curriculum/PDF/G4-5/45FPartOne.pdf http://www.fcrr.org/curriculum/PDF/G4-5/45FPartTwo.pdf http://resources.woodlands-junior.kent.sch.uk/interactive/literacy/index.htm</p> <p>Lesson Plans</p> <p>Videos</p> <p>Literature and Music Connections Literature Connections</p>
Essential Vocabulary	

Marking Period: Introduced first then ongoing

Days: 180

Reporting Category/Strand: Writing

SOL 4.7a-k	<p>The student will write cohesively for a variety of purposes.</p> <ol style="list-style-type: none"> a) Identify intended audience. b) Focus on one aspect of a topic. c) Use a variety of pre-writing strategies. d) Organize writing to convey a central idea. e) Recognize different modes of writing have different patterns of organization. f) Write a clear topic sentence focusing on the main idea.
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	<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>Essential Knowledge/Skills/Understandings</p>	<p>All students should</p> <ul style="list-style-type: none"> ● demonstrate the capacity to generate, focus, and organize ideas for writing. ● revise the language, organization, and content of a piece of writing for a specific purpose. <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> ● apply knowledge of the writing domains of composing, written expression, and usage/mechanics. ● produce clear and coherent writing in which the development and organization are appropriate to purpose and audience. ● recognize different modes of writing have different patterns of organization ● informative/explanatory ● clearly introduce a topic and group related information in paragraphs ● use facts, definitions, opinions, quotations, details, or other examples and information to develop the topic ● use specific vocabulary to inform and explain the topic; and ● provide a concluding statement or section related to the topic ● narrative ● organize an event sequence that unfolds naturally ● use transition words and phrases for sentence variety and to manage ● the sequence of events ● use specific vocabulary, words, and phrases to convey experiences ● and events ● provide a conclusion ● create a plan and organize thoughts to convey a central idea before writing. ● use a variety of prewriting strategies (e.g., brainstorming, listing, free-writing, and using graphic organizers). ● focus, organize, and elaborate to construct an effective cohesive message for the reader. ● write a clear topic sentence focused on the main idea. ● purposefully shape and control language to affect readers. ● select specific information to guide readers more purposefully through the piece. ● use specific vocabulary and vivid word choice. ● write two or more related paragraphs on a topic. ● use precise language and vocabulary to explain a topic.

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	<ul style="list-style-type: none"> ● link ideas within paragraphs using words and phrases (e.g., another, for example, since, also). ● include sentences of various lengths and beginnings to create a pleasant, informal rhythm. ● use available reference resources (e.g., dictionary and thesaurus) as aids to revising writing for clarity ● use facts and details in sentences to elaborate the main idea. ● use available technology to gather information and to aid in writing
Essential Questions	
Primary Resources	<p>Correlations</p> <p>Websites http://exchange.smarttech.com/search.html?q=writing&subject=English+Language+Arts&grade=Grade+4&region=en_US</p> <p>Lesson Plans Pre-writing Strategies Prewriting Process Main idea with supporting details Informative-expository writing Narrative vs explanatory writing Central Idea Persuasive Writing Organization and elaboration narrative Writing Process Transition Words Sentence Variety Topic Sentence</p> <p>Videos http://app.discoveryeducation.com/search?N=18341+4294925217&browseFilter=d_Service:DE%20Streaming,</p> <p>Literature and Music Connections Literature Connections</p>
Essential Vocabulary	<p>convey - communicate conclude - draw to an end</p>

Marking Period: Introduced second six weeks, then ongoing

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Days: 150

Reporting Category/Strand: WRITING

SOL 4.8G	4.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing. e) Use commas in series, dates, and addresses. g) Use correct spelling for frequently used words, including common homophones.
Essential Knowledge/Skills/Understandings	To be successful with this standard, students are expected to <ul style="list-style-type: none"> ● use the correct spelling of frequently used words, including common homonyms/homophones (e.g., threw/through). ● use commas in series, dates, and addresses.
Essential Questions	
Primary Resources	<p>Correlations</p> <p>Websites http://www.ixl.com/ela/grammar http://www.brainpop.com/english/grammar/ http://resources.woodlands-junior.kent.sch.uk/interactive/literacy/index.htm</p> <p>Lesson Plans</p> <p>Videos http://app.discoveryeducation.com/search?N=18341+4294925217&browseFilter=d_Service:DE%20Streaming,</p> <p>Literature and Music Connections Literature Connections</p>
Essential Vocabulary	

Marking Period: Introduced second 6 weeks; then ongoing

Days: 150

Reporting Category/Strand: READING

SOL 4.5j	The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry.
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	j) Identify cause and effect relationships.
Essential Knowledge/Skills/Understandings	<p>All students should</p> <ul style="list-style-type: none"> ● develop a variety of comprehension strategies. ● read a variety of fictional texts, narrative nonfiction texts, and poetry. ● explain events, procedures, ideas, or concepts in fictional texts, narrative nonfiction texts, and poetry, including what happened and why, based on specific information in the text. <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> ● identify cause and effect relationships.
Essential Questions	
Primary Resources	<p>Correlations http://www.watchknowlearn.org/Category.aspx?CategoryID=14401</p> <p>Websites Cause and Effect http://resources.woodlands-junior.kent.sch.uk/interactive/literacy/index.htm</p> <p>Lesson Plans</p> <p>Videos http://www.watchknowlearn.org/Category.aspx?CategoryID=3130</p> <p>Literature and Music Connections Literature Connections</p>
Essential Vocabulary	<p>cause - why something happens</p> <p>effect - what happens</p>

Marking Period: Introduced second 6 weeks; then ongoing

Days: 150

Reporting Category/Strand: READING

SOL 4.5h	The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry.
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	h) Draw conclusions/make inferences about text.
Essential Knowledge/Skills/Understandings	<p>All students should</p> <ul style="list-style-type: none"> • develop a variety of comprehension strategies. • read a variety of fictional texts, narrative nonfiction texts, and poetry. • explain events, procedures, ideas, or concepts in fictional texts, narrative nonfiction texts, and poetry, including what happened and why, based on specific information in the text. <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • refer to details and examples in a text when explaining what the text says, drawing conclusions/making inferences from text.
Essential Questions	
Primary Resources	<p>Correlations http://www.watchknowlearn.org/Category.aspx?CategoryID=14401</p> <p>Websites Drawing Conclusions http://www.k12reader.com/subject/4th-grade-reading-comprehension-worksheets/</p> <p>http://resources.woodlands-junior.kent.sch.uk/interactive/literacy/index.htm</p> <p>Lesson Plans Drawing Conclusions Making Inferences</p> <p>Videos http://www.watchknowlearn.org/Category.aspx?CategoryID=1051</p> <p>Literature and Music Connections Literature Connections</p>
Essential Vocabulary	conclude - draw to an end

Marking Period: Introduced second 6 weeks; then ongoing
Days: 150

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Reporting Category/Strand: READING

SOL 4.6h	The student will read and demonstrate comprehension of nonfiction texts. h) Distinguish between fact and opinion.
Essential Knowledge/Skills/Understandings	All students should <ul style="list-style-type: none"> ● summarize key details of informational texts, connecting new information to prior knowledge. ● identify and use text structures, such as headings, paragraphs, and format, to preview a text and make predictions in order to comprehend. ● actively ask questions, visualize, make connections, and predict as they read. To be successful with this standard, students are expected to <ul style="list-style-type: none"> ● distinguish between fact and opinion.
Essential Questions	<ul style="list-style-type: none"> • What strategies can I use to help me understand what I am reading? • How do I use the context of a sentence to help me determine the meaning of unfamiliar words?
Primary Resources	Correlations http://www.watchknowlearn.org/Category.aspx?CategoryID=14401 Websites http://www.k12reader.com/subject/4th-grade-reading-comprehension-worksheets/ http://resources.woodlands-junior.kent.sch.uk/interactive/literacy/index.htm Lesson Plans Videos http://www.watchknowlearn.org/Category.aspx?CategoryID=1447 Literature and Music Connections Literature Connections
Essential Vocabulary	determine - establish

Marking Period: Introduced second 6 weeks; then ongoing

Days: 150

Reporting Category/Strand: READING

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SOL 4.6f	The student will read and demonstrate comprehension of nonfiction texts. f) Draw conclusions and make simple inferences using textual information as support.
Essential Knowledge/Skills/Understandings	All students should <ul style="list-style-type: none"> ● summarize key details of informational texts, connecting new information to prior knowledge. ● identify and use text structures, such as headings, paragraphs, and format, to preview a text and make predictions in order to comprehend. ● actively ask questions, visualize, make connections, and predict as they read. To be successful with this standard, students are expected to <ul style="list-style-type: none"> ● combine information from various places in the text to draw a conclusion. ● make simple inferences, using information from the text.
Essential Questions	<ul style="list-style-type: none"> ● What strategies can I use to help me understand what I am reading? ● How do I use the context of a sentence to help me determine the meaning of unfamiliar words?
Primary Resources	Correlations http://www.watchknowlearn.org/Category.aspx?CategoryID=14401 Websites http://www.k12reader.com/subject/4th-grade-reading-comprehension-worksheets/ http://resources.woodlands-junior.kent.sch.uk/interactive/literacy/index.htm Lesson Plans Drawing Conclusions/Making Inferences Making Inferences Videos Literature and Music Connections Literature Connections
Essential Vocabulary	conclude - draw to an end infer - conclude

Marking Period: Introduced second 6 weeks; then ongoing

Days: 150

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Reporting Category/Strand: WRITING

<p>SOL 4.8a-d,f,h</p>	<p>The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.</p> <ul style="list-style-type: none"> a) Use subject-verb agreement. b) Include prepositional phrases. c) Eliminate double negatives. d) Use noun-pronoun agreement. f) Incorporate adjectives and adverbs. h) Use singular possessives
<p>Essential Knowledge/Skills/Understandings</p>	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> ● apply knowledge of the writing domains of composing, written expression, and usage/mechanics. ● use subject-verb agreement (singular nouns with singular verbs; plural nouns with plural verbs). ● appropriately identify and use the following parts of a sentence in writing: subject, predicate, and prepositional phrase. ● avoid the use of double negatives. ● appropriately identify and use the following parts of speech: nouns, pronouns, verbs, adjectives, adverbs, and prepositions in their writing. ● use noun/pronoun agreement (pronoun agrees in number and gender with its antecedent). ● use reflexive pronouns (e.g., myself, ourselves). ● use commas in series, dates, and addresses. ● use adjectives and adverbs (use adverbs instead of adjectives where appropriate, (e.g., “He played really well.” instead of “He played real well.”). ● use the correct spelling of frequently used words, including common homonyms/homophones (e.g., threw/through). ● use singular possessives. ● use a rubric to self-assess writing. ● use technology, including the Internet, to produce, edit and publish writing as well as to interact and collaborate with others.
<p>Essential Questions</p>	<p>communication - use of language conventions - a way in which something is done word choice - selection of words</p>
<p>Primary Resources</p>	<p>Correlations</p> <p>Websites http://www.ixl.com/ela/grammar</p>

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	<p>http://www.brainpop.com/english/grammar/ http://www.watchknowlearn.org/Video.aspx?VideoID=32647&CategoryID=206 http://resources.woodlands-junior.kent.sch.uk/interactive/literacy/index.htm</p> <p>Lesson Plans http://www.doe.virginia.gov/testing/sol/standards_docs/english/2010/lesson_plans/reading/vocabulary/3-5/3_3-5_reading_vocabulary_homophones.pdf http://www.doe.virginia.gov/testing/sol/standards_docs/english/2010/lesson_plans/reading/vocabulary/3-5/6_3-5_reading_vocabulary_roots_and_affixes.pdf</p> <p>Videos http://www.watchknowlearn.org/Video.aspx?VideoID=32647&CategoryID=206</p> <p>Literature and Music Connections Literature Connections</p>
Essential Vocabulary	

Marking Period: Introduced 3rd 6 weeks; then ongoing

Days: 120

Reporting Category/Strand: READING

SOL 4.6g	<p>The student will read and demonstrate comprehension of nonfiction texts.</p> <p>g) Distinguish between cause and effect.</p>
Essential Knowledge/Skills/Understandings	<p>All students should</p> <ul style="list-style-type: none"> ● summarize key details of informational texts, connecting new information to prior knowledge. ● identify and use text structures, such as headings, paragraphs, and format, to preview a text and make predictions in order to comprehend. ● actively ask questions, visualize, make connections, and predict as they read. <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> ● identify cause and effect relationships.

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Essential Questions	
Primary Resources	<p>Correlations http://www.watchknowlearn.org/Category.aspx?CategoryID=14401</p> <p>Websites http://www.k12reader.com/subject/4th-grade-reading-comprehension-worksheets/ http://resources.woodlands-junior.kent.sch.uk/interactive/literacy/index.htm Cause and Effect</p> <p>Lesson Plans http://www.readwritethink.org/classroom-resources/lesson-plans/engaging-with-cause-effect-30678.html?tab=4#tabs</p> <p>Videos http://www.watchknowlearn.org/Category.aspx?CategoryID=3130</p> <p>Literature and Music Connections Literature Connections</p>
Essential Vocabulary	<p>cause - why something happens effect - what happens</p>

Marking Period: Introduced 4th 6 weeks; then ongoing

Days: 90

Reporting Category/Strand: READING

SOL 4.5k	<p>The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry.</p> <p>k) Use reading strategies throughout the reading process to monitor comprehension.</p>
Essential Knowledge/Skills/Understandings	<p>All students should</p> <ul style="list-style-type: none"> ● develop a variety of comprehension strategies. ● read a variety of fictional texts, narrative nonfiction texts, and poetry. ● explain events, procedures, ideas, or concepts in fictional texts, narrative nonfiction texts, and poetry, including what happened and why, based on specific information in the text. <p>To be successful with this standard, students are expected to</p>

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	<ul style="list-style-type: none"> • become aware of when they do not understand, (e.g., by reflecting upon and learning to articulate what exactly is causing difficulty).
Essential Questions	<ul style="list-style-type: none"> • What strategies can I use to help me understand what I am reading? • How do I use the context of a sentence to help me determine the meaning of unfamiliar words?
Primary Resources	<p>Correlations http://www.watchknowlearn.org/Category.aspx?CategoryID=14401</p> <p>Websites http://www.fcrr.org/curriculum/PDF/G4-5/45CPartFour.pdf http://www.k12reader.com/subject/4th-grade-reading-comprehension-worksheets/ http://resources.woodlands-junior.kent.sch.uk/interactive/literacy/index.htm</p> <p>Lesson Plans</p> <p>Videos http://www.watchknowlearn.org/Category.aspx?CategoryID=3092 http://www.watchknowlearn.org/Category.aspx?CategoryID=5985</p> <p>Literature and Music Connections Literature Connections</p>
Essential Vocabulary	clarifying - make comprehensive

Marking Period: Introduced 4th 6 weeks; then ongoing

Days: 90

Reporting Category/Strand: READING

SOL 4.6k	<p>The student will read and demonstrate comprehension of nonfiction texts.</p> <p>k) Use reading strategies throughout the reading process to monitor comprehension.</p>
Essential Knowledge/Skills/Understandings	<p>All students should</p> <ul style="list-style-type: none"> • develop a variety of comprehension strategies. • read a variety of fictional texts, narrative nonfiction texts, and poetry.

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	<ul style="list-style-type: none"> explain events, procedures, ideas, or concepts in fictional texts, narrative nonfiction texts, and poetry, including what happened and why, based on specific information in the text. <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> become aware of when they do not understand, (e.g., by reflecting upon and learning to articulate what exactly is causing difficulty).
Essential Questions	<ul style="list-style-type: none"> What strategies can I use to help me understand what I am reading? How do I use the context of a sentence to help me determine the meaning of unfamiliar words?
Primary Resources	<p>Correlations http://www.watchknowlearn.org/Category.aspx?CategoryID=14401</p> <p>Websites http://www.k12reader.com/subject/4th-grade-reading-comprehension-worksheets/ http://exchange.smarttech.com/search.html?q=comprehension&subject=English+Language+Arts&grade=Grade+4&region=en_US http://resources.woodlands-junior.kent.sch.uk/interactive/literacy/index.htm</p> <p>Lesson Plans</p> <p>Videos http://www.watchknowlearn.org/Category.aspx?CategoryID=3092 http://www.watchknowlearn.org/Category.aspx?CategoryID=5985</p> <p>Literature and Music Connections Literature Connections</p>
Essential Vocabulary	clarifying - make more comprehensive

Marking Period: Introduced 4th 6 weeks; then ongoing

Days: 90

Reporting Category/Strand: READING

SOL 4.6e	The student will read and demonstrate comprehension of nonfiction texts. e) Summarize supporting details.
Essential Knowledge/Skills/Understandings	All students should <ul style="list-style-type: none"> summarize key details of informational texts, connecting new information to prior knowledge.

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	<ul style="list-style-type: none"> • identify and use text structures, such as headings, paragraphs, and format, to preview a text and make predictions in order to comprehend. • actively ask questions, visualize, make connections, and predict as they read. <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • identify the main idea and supporting details within a selection summarizing the text by using tools such as graphic organizers, outlining, and notes.
Essential Questions	<ul style="list-style-type: none"> • What strategies can I use to help me understand what I am reading? • How do I use the context of a sentence to help me determine the meaning of unfamiliar words?
Primary Resources	<p>Correlations http://www.watchknowlearn.org/Category.aspx?CategoryID=14401</p> <p>Websites http://www.k12reader.com/subject/4th-grade-reading-comprehension-worksheets/ http://exchange.smarttech.com/search.html?q=summarize&subject=English+Language+Arts&grade=Grade+4&region=en_US http://resources.woodlands-junior.kent.sch.uk/interactive/literacy/index.htm</p> <p>Lesson Plans http://www.doe.virginia.gov/testing/sol/standards_docs/english/2010/lesson_plans/reading/fiction/3-5/12_3-5_readingfiction_summarizing_fiction.pdf</p> <p>Videos http://www.watchknowlearn.org/Category.aspx?CategoryID=5508</p> <p>Literature and Music Connections Literature Connections</p>
Essential Vocabulary	

Marking Period: Introduced 4th 6 weeks; then ongoing

Days: 90

Reporting Category/Strand: READING

SOL 4.6d	<p>The student will read and demonstrate comprehension of nonfiction texts.</p> <p>d) Identify the main idea.</p>
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Essential Knowledge/Skills/Understandings	<p>All students should</p> <ul style="list-style-type: none"> ● summarize key details of informational texts, connecting new information to prior knowledge. ● identify and use text structures, such as headings, paragraphs, and format, to preview a text and make predictions in order to comprehend. ● actively ask questions, visualize, make connections, and predict as they read. <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> ● identify the main idea and supporting details within a selection summarizing the text by using tools such as graphic organizers, outlining, and notes.
Essential Questions	<ul style="list-style-type: none"> ● What strategies can I use to help me understand what I am reading? ● How do I use the context of a sentence to help me determine the meaning of unfamiliar words?
Primary Resources	<p>Correlations http://www.watchknowlearn.org/Category.aspx?CategoryID=14401</p> <p>Websites http://www.k12reader.com/subject/4th-grade-reading-comprehension-worksheets/ http://exchange.smarttech.com/search.html?q=main+idea&subject=English+Language+Arts&grade=Grade+4&region=en_US http://resources.woodlands-junior.kent.sch.uk/interactive/literacy/index.htm</p> <p>Lesson Plans http://www.doe.virginia.gov/testing/sol/standards_docs/english/2010/lesson_plans/reading/28_3-5_reading_fnf_differentiate_between_fiction_and_nonfiction.pdf</p> <p>Videos http://www.watchknowlearn.org/Category.aspx?CategoryID=1285</p> <p>Literature and Music Connections Literature Connections</p>
Essential Vocabulary	

Marking Period: Introduced 5th 6 weeks; then ongoing

Days: 60

Reporting Category/Strand: READING

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SOL 4.6a	<p>The student will read and demonstrate comprehension of nonfiction texts.</p> <p>a) Use text structures, such as type, headings, and graphics, to predict and categorize information in both print and digital texts.</p>
Essential Knowledge/Skills/Understandings	<p>All students should</p> <ul style="list-style-type: none"> ● summarize key details of informational texts, connecting new information to prior knowledge. ● identify and use text structures, such as headings, paragraphs, and format, to preview a text and make predictions in order to comprehend. ● actively ask questions, visualize, make connections, and predict as they read. <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> ● use text features, such as special type styles (e.g., boldfaced, italics) and color, captions under pictures and graphics, and headings of sections and chapters, to predict and categorize information in both print and digital texts. ● understand how written text and accompanying illustrations connect to convey meaning (e.g., charts, graphs, diagrams, timelines, animations).
Essential Questions	<p>Correlations http://www.watchknowlearn.org/Category.aspx?CategoryID=14401</p> <p>Websites http://www.k12reader.com/subject/4th-grade-reading-comprehension-worksheets/ http://exchange.smarttech.com/search.html?q=main+idea&subject=English+Language+Arts&grade=Grade+4&region=en_US http://resources.woodlands-junior.kent.sch.uk/interactive/literacy/index.htm</p> <p>Lesson Plans Text Features Text Features Text Features</p> <p>Videos</p> <p>Literature and Music Connections Literature Connections</p>
Primary Resources	
Essential Vocabulary	

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Marking Period: 5th 6 weeks

Days: 60

Reporting Category/Strand: WRITING

SOL 4.9a-e	<p>The student will demonstrate comprehension of information resources to research a topic.</p> <ul style="list-style-type: none"> 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
Essential Knowledge/Skills/Understandings	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> ● formulate initial questions about a topic and seek information by identifying, locating, exploring, and effectively using a variety of sources of information. ● recognize, organize, and record information pertinent to the topic and blend ideas accurately. ● select and use appropriate references (e.g., atlases, almanacs, and encyclopedias), including electronic resources. ● identify key terms to use in searching for information. ● skim to find information related to a topic. ● select information that is related to their topic. ● evaluate and combine (synthesize) related information from two or more sources. ● use available technology to gather, organize, evaluate, and communicate information. ● give credit to sources used in research.
Essential Questions	
Primary Resources	<p>Correlations</p> <p>Websites http://exchange.smarttech.com/search.html?q=writing&subject=English+Language+Arts&grade=Grade+4&region=en_US</p> <p>Lesson Plans http://www.doe.virginia.gov/testing/sol/standards_docs/english/2010/lesson_plans/research/3-5/48_3-5_research_reference_materials.pdf Crediting Sources</p>

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	<p>Reference Materials Research with Technology http://resources.woodlands-junior.kent.sch.uk/interactive/literacy/index.htm</p> <p>Videos</p> <p>Literature and Music Connections Literature Connections</p>
Essential Vocabulary	<p>primarily - for the most part resource - provide with materials</p>

Marking Period: 6th 6 weeks

Days: 30

Reporting Category/Strand: READING

SOL 4.6j	<p>The student will read and demonstrate comprehension of nonfiction texts.</p> <p>j) Identify new information gained from reading.</p>
Essential Knowledge/Skills/Understandings	<p>All students should</p> <ul style="list-style-type: none"> ● summarize key details of informational texts, connecting new information to prior knowledge. ● identify and use text structures, such as headings, paragraphs, and format, to preview a text and make predictions in order to comprehend. ● actively ask questions, visualize, make connections, and predict as they read. <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> ● identify new information learned from reading.
Essential Questions	<ul style="list-style-type: none"> • What strategies can I use to help me understand what I am reading? • How do I use the context of a sentence to help me determine the meaning of unfamiliar words?
Primary Resources	<p>Correlations http://www.watchknowlearn.org/Category.aspx?CategoryID=14401</p> <p>Websites http://exchange.smarttech.com/search.html?q=comprehension&subject=English+Language+Arts&grade=Grade+4&region=en_US http://resources.woodlands-junior.kent.sch.uk/interactive/literacy/index.htm</p>

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	<p>Lesson Plans</p> <p>http://www.doe.virginia.gov/testing/sol/standards_docs/english/2010/lesson_plans/reading/28_3-5_reading_fnf_differentiate_between_fiction_and_nonfiction.pdf</p> <p>Videos</p> <p>Literature and Music Connections</p> <p>Literature Connections</p>
Essential Vocabulary	structure -the arrangement of and relations between the parts or elements of something complex.

Marking Period: 6th 6 weeks

Days: 30

Reporting Category/Strand: READING

SOL 4.6b	<p>The student will read and demonstrate comprehension of nonfiction texts.</p> <p>b) Formulate questions that might be answered in the selection.</p>
Essential Knowledge/Skills/Understandings	<p>All students should</p> <ul style="list-style-type: none"> ● summarize key details of informational texts, connecting new information to prior knowledge. ● identify and use text structures, such as headings, paragraphs, and format, to preview a text and make predictions in order to comprehend. ● actively ask questions, visualize, make connections, and predict as they read. <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> ● generate questions to guide reading of text.
Essential Questions	<ul style="list-style-type: none"> • What strategies can I use to help me understand what I am reading? • How do I use the context of a sentence to help me determine the meaning of unfamiliar words?

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<p>Primary Resources</p>	<p>Correlations http://www.watchknowlearn.org/Category.aspx?CategoryID=14401</p> <p>Websites http://www.k12reader.com/subject/4th-grade-reading-comprehension-worksheets/ http://exchange.smarttech.com/search.html?q=comprehension&subject=English+Language+Arts&grade=Grade+4&region=en_US http://resources.woodlands-junior.kent.sch.uk/interactive/literacy/index.htm</p> <p>Lesson Plans http://www.doe.virginia.gov/testing/sol/standards_docs/english/2010/lesson_plans/reading/28_3-5_reading_fnf_differentiate_between_fiction_and_nonfiction.pdf</p> <p>Videos</p> <p>Literature and Music Connections Literature Connections</p>
<p>Essential Vocabulary</p>	<p>connections - a relationship in which a person, thing, or idea is linked or associated with something else.</p>

Look at this website for essential questions. <http://www.dsisd.txed.net/documentcenter/view/57468>