ENGLISH: READING
ALIGNED STANDARDS OF LEARNING CURRICULUM FRAMEWORK
GRADE 4

4E-RW1   The student will
   a)   **apply letter-sound knowledge by using first letter plus context to identify unfamiliar words;**
   b)   **decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high-frequency rhymes);**
   c)   **use newly acquired vocabulary drawn from reading and other content areas;**
   d)   **demonstrate understanding of opposites.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will continue to build vocabulary by applying their knowledge of word structure and context clues to determine the meanings of unfamiliar words. • Students will use combined knowledge of all letter-sound correspondences, syllabication patterns, roots, and affixes to read accurately multisyllabic words. • **Affixes** are added to root words to form new words (e.g., prefixes, suffixes). • **Prefixes** are added to the front of the root (e.g., like→dislike). • **Suffixes** are added to the end of the root (e.g., short→shorten). • **Homophones** are words that are pronounced the same and have different meanings regardless of their spelling (e.g., principle/ principal, prince/prints). • **Antonyms** are opposites (e.g., off/on, fast/slow). • **Synonyms** are words that have similar meanings (e.g., small, little, tiny). • Students will use word-reference materials to learn new words. • Students will use vocabulary from content areas.	**All students should** • 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.	**To be successful with this standard, students are expected to** • 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. • 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. • derive word meaning by using their knowledge of homophones (words that are pronounced the same but are spelled differently and have different meanings), such as *read/red*, *no/know*, *hear/here*. • use context to select the applicable definition of a word from a glossary or dictionary. • identify and consult the word-reference material(s), including the glossary, dictionary, and thesaurus, most likely to contain needed information to clarify word meaning. • develop vocabulary by listening to and reading a variety of texts. • determine the meaning of general academic and content-specific words or phrases in a text. • study word meanings across content areas.

4E-CF1   The student will
a)   use details from the text to retell what the text says;
b)   determine the main idea of a fictional text;
c)   use details from fictional text to describe a character in a story;
d)   make connection between fictional text and visual or oral presentations;
e)   determine meaning of words in context in fictional text.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will continue to read and comprehend fictional texts, narrative nonfiction texts, and poetry. • **Narrative nonfiction** is a retelling in story format about real people, animals, places or events. It contains facts and is usually in chronological order (e.g., autobiographies and biographies). • Students will also learn how authors craft their purpose and message by the choice of language, setting, characters, and specific information. • Students will demonstrate comprehension of a selection by using before-, during-, and after-reading strategies (e.g., using graphic organizers, question generation, and summarization). • Students will learn how to identify major events and supporting details. • Students will identify sensory words and describe the effect those particular words have on the reader.	**All students should** • 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** • 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. • describe in depth a character, setting, or event drawing on specific details from the text (e.g., words, actions, or a character's thoughts). • understand that narrative nonfiction is a story based on facts. • identify the facts contained in a piece of narrative nonfiction. • identify the main idea or theme of a text and summarize using supporting details. • identify the problem (conflict) and solution. • discuss the similarities and differences between text and previously read materials (e.g., similar themes and topics, patterns of events). • make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. • identify sensory words that describe sights, sounds, smells, and tastes, and describe how they make the reader feel. • refer to details and examples in a text when explaining what the text says, drawing conclusions/making inferences from text.

4E-CF1   The student will
a) use details from the text to retell what the text says;
b) determine the main idea of a fictional text;
c) use details from fictional text to describe a character in a story;
d) make connection between fictional text and visual or oral presentations;
e) determine meaning of words in context in fictional text.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES

• Students will use reading strategies throughout the reading process to monitor comprehension. Strategies include:
  ° draw conclusions/make inferences about text; and
  ° make, confirm, and revise ongoing predictions.
 	
• To determine a student's functional reading level for a specific text consider these word accuracy rates from Virginia's Phonological Awareness Literacy Screening (PALS):
  ° independent level – 98-100% accuracy, or about two of every 100 words misread; student reads independently with little or no instructional support, and comprehension is strong.
  ° instructional level – 90-97% accuracy, or three to ten words of every 100 words misread; student reads with modest accuracy and variable fluency and comprehension should be closely monitored.
  ° frustration level – less than 90% accuracy, or more than ten of every 100 words misread; student reads with neither accuracy nor fluency, and therefore his or her comprehension will be affected.
		To be successful with this standard, students are expected to
		
		• identify cause and effect relationships.
		
		• make, confirm, or revise predictions.
		
		• read familiar text with fluency, accuracy, and prosody.
		
		• read with sufficient accuracy and fluency to support comprehension.
		
		• become aware of when they do not understand, (e.g., by reflecting upon and learning to articulate what exactly is causing difficulty).

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  a) **use details from the text to retell what the text says;**
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  d) **make connection between fictional text and visual or oral presentations;**
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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• **Prosody** refers to the rhythmic and intonational aspect of language, which should be noticeable during oral reading. Prosody contributes to reading fluency and comprehension.		

Percentile	Fall WCPM	Midyear WCPM	Spring WCPM
90	145	166	180
75	119	139	152
50	94	112	123

Hasbrouck, J.E., & Tindal, G.A., 2006

• The table above presents the results of research on oral reading fluency rates for students at the 90th, 75th and 50th percentiles throughout the school year. These rates are reported as words correct per minute (WCPM) for fourth-grade students reading fourth-grade text:

• When fully developed, reading *fluency* refers to a level of accuracy and rate where decoding is relatively effortless; where oral reading is smooth and accurate with correct prosody; and where attention can be allocated to comprehension.*

* Wolf, M. & Katzir-Cohen, T. (2001). Reading fluency and its intervention. *Scientific Studies of Reading*. (Special Issue on Fluency. Editors: E. Kame'enui & D. Simmons). 5, p. 211-238.

STANDARD 4CN1   REPORTING CATEGORY: COMPREHENSION-NONFICTION   CONTENT: READING

4E-CN1   The student will
    a)   use details from the nonfiction text to retell what the text says;
    b)   determine main idea of a nonfiction text;
    c)   identify the chronological structure of a text (first, then, next);
    d)   interpret information presented visually and orally;
    e)   identify the author's purpose.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will read and demonstrate comprehension of nonfiction texts across the curriculum, including age-appropriate materials that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics. • Students will demonstrate comprehension of a selection by using before-, during-, and after-reading strategies (e.g., using graphic organizers, question generation, and summarization). • *Before* reading, students use text structures to predict and categorize information. • *During* reading, students formulate questions and make and revise ongoing predictions and inferences, using given information. • *After* reading, students confirm or dismiss previous predictions and inferences. Students also summarize content by identifying important ideas and providing details. • Teachers should provide opportunities for students to make connections between what they read in the selection and their prior knowledge.	**All students should** • 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** • 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). • generate questions to guide reading of text. • explain author's purpose (e.g., to entertain, persuade, inform). • identify the main idea and supporting details within a selection summarizing the text by using tools such as graphic organizers, outlining, and notes. • combine information from various places in the text to draw a conclusion. • make simple inferences, using information from the text. • identify cause and effect relationships. • distinguish between fact and opinion. • apply prior knowledge to make predictions and to describe the relationship between content and previously learned concepts. • identify new information learned from reading. • read familiar text with fluency, accuracy, and expression. • become aware of when they do not understand (e.g., by reflecting upon and articulating what exactly is causing difficulty).