

Bedford County Public Schools 4th Grade

2021-2022 Reading Pacing Guide

Writing, research, vocabulary, and spelling should be intentionally connected to what students are reading during reading instruction and to cross-curricular topics when appropriate. Communication, writing, and research are ongoing strands and should be taught throughout the school year.

^{*}Content is listed in a suggested order. This is **not** necessarily the order in which concepts should be taught. Teachers and students have the flexibility to cover the material in any order.

^{*}Teachers can access curriculum guide materials by following the link attached to each SOL. 4th Grade Reading Resources (LINK RESOURCES HERE)

First Nine Weeks

Communication		Reading		Writing		Research		Recommended Resources
4.1(link curriculum guide materials to standard and substandard) The student will use effective oral communication skills in a variety of settings.		4.4 The student will expand vocabulary when reading. a) Use context to clarify		4.7 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.		4.9 The student will demonstrate comprehension of information resources to create a research product.		VDOE Comprehensive Instruction Plans Example
			meanings of unfamiliar words.	a)	Engage in writing as a	a)	Construct questions about	4.8-https://www.quill.org/
a) b)	Listen actively and speak using appropriate discussion rules. Contribute to group	b)	Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine	b)	process. Select audience and purpose.	b)	a topic. Collect and organize information from multiple resources.	Aligned Newsela Resources
5,	discussions across content areas.		the meaning of new words.	c) d)	Narrow the topic. Use a variety of prewriting strategies.	c)	Evaluate the relevance and reliability of information.	
c)	Orally summarize information expressing ideas clearly.	demo	ne student will read and nstrate comprehension of nal texts, literary nonfiction	e)	Recognize different forms of writing have different patterns.	d) e)	Give credit to sources used in research. Avoid plagiarism and use	
d)	Ask specific questions to gather ideas and opinions from others.		and poetry. Identify the theme(s).	f) g)	Organize writing to convey a central idea. Write a clear topic	f)	own words. Demonstrate ethical use of the Internet.	
e)	Use evidence to support opinions and conclusions.	c)	Summarize events in the plot.	67	sentence focusing on main idea.			
f) g)	Connect comments to the remarks of others. Use specific vocabulary to	d) e)	Identify genres. Identify the narrator of a story and the speaker of a	i)	Elaborate writing by including details to support			
	communicate ideas.	L \	poem Draw conclusions/make		the purpose.			
h)	4.1h Demonstrate the ability to collaborate with diverse teams, while sharing responsibility of the work.	h) k)	inferences about text using the text as support. Use reading strategies throughout the reading process to monitor	peer-e capita punct	e student will self- and edit writing for dization, spelling, uation, sentence structure, raphing, and Standard h.			
i)	4.1i Work respectfully with others, and show value for individual contributions.	I)	comprehension. Read with fluency, accuracy, and meaningful expression.	a) c) e)	Use subject/verb agreement. Use noun/pronoun agreement. Correctly use adjectives			
4.2 The student will create and deliver multimodal, interactive presentations.		demo	ne student will read and nstrate comprehension of ction texts.	h)	and adverbs. Use singular possessives.			
c)	Use language and style appropriate to the	a)	Use text features such as type, headings, and					

audience, topic, and purpose. 4.3 The student will learn how media messages are constructed and for what purposes. b) Compare and contrast how ideas and topics are depicted in a variety of media and formats	graphics to predict and categorize information. c) Identify the main idea supporting details. d) Summarize supporting details e) Draw conclusions and make inferences using textual information as support. h) Use reading strategies throughout the reading process to monitor comprehension. i) Read with fluency,
	accuracy, and meaningful expression.

Second Nine Weeks

Communication	Reading	Writing	Research	Recommended Resources Aligned Newsela Resources
4.1 The student will use eff oral communication skills in variety of settings. a) Listen actively and s	a vocabulary when reading.a) Use context to clarify	4.7 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.	4.9 The student will demonstrate comprehension of information resources to create a research product.	
using appropriate discussion rules.	words.	a) Engage in writing as a process.	a) Construct questions about a topic.	
b) Contribute to group discussions across coareas.	at the student will read and demonstrate comprehension of fictional texts, literary nonfiction	b) Select audience and purpose.c) Narrow the topic.	b) Collect and organize information from multiple resources.	
c) Orally summarize information express ideas clearly.	ng f) Identify the conflict and	d) Use a variety of prewriting strategies.e) Recognize different forms	c) Evaluate the relevance and reliability of information. d) Give credit to sources used	
d) Ask specific question gather ideas and opin from others.	s to resolutions	of writing have different patterns. f) Organize writing to convey	in research. e) Avoid plagiarism and use own words.	
e) Use evidence to sup opinions and conclu	, , ,	a central idea. g) Write a clear topic sentence	f) Demonstrate ethical use of the Internet.	
f) Connect comments remarks of others. g) Use specific vocabul	k) Use reading strategies	focusing on main idea. h) Write related paragraphs on the same topic.		
communicate ideas. h) Demonstrate the ability to collaborate	process to monitor comprehension.	i) Elaborate writing by including details to support the purpose.		
with diverse teams, while sharing responsibility of the	accuracy, and meaningful expression. 4.6 The student will read and	j) Express an opinion about a topic and provide fact-based reasons for		
work. i) Work respectfully with others, and sho value for individual	demonstrate comprehension of	support. k) Use transition words and prepositional phrases for sentence variety.		
contributions. 4.2 The student will create	b) Explain the author's purpose g) Distinguish between fact	 Utilize elements of style, including word choice and sentence variation. 		
deliver multimodal, interac presentations.	multimodal, interactive and opinion.	4.8 The student will self- and peer-edit writing for		
 a) Locate, organize, an analyze information variety of multimod b) Speak audibly with 	from a comprehension.	capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English.		

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c) (a a a a a a a a a a a a a a a a a a	appropriate pacing. Use language and style appropriate to the audience, topic and purpose. Make eye contact with the audience. Ask and answer questions to gather or clarify information presented orally.	i)	Read with fluency, accuracy, and meaningful expression.	Use quotation marks with dialogue. Use correct spelling, including common homophones. inue to review previous nar skills introduced.	
4.3 The student will learn how media messages are constructed and for what purposes.					
b) (Differentiate between auditory, visual, and written media messages and their purposes. Compare and contrast how ideas and topics are depicted in a variety of media and formats				

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Third Nine Weeks

Communication		Reading	Writing Research	Recommended Resources
4.1 The student will use effective oral communication skills in a variety of settings.		4.4 The student will expand vocabulary when reading.a) Use context to clarify mannings of unfamiliar.	4.7 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository. 4.9 The student will demonstrate comprehension of information resources to create a research product. (ongoing)	Aligned Newsela Resources
a)	Listen actively and speak using appropriate discussion rules.	meanings of unfamiliar words (cont.) c) Use word-reference	a) Engage in writing as a process. a) Construct questions about a topic.	
(b)	Contribute to group discussions across content areas.	materials. 4.5 The student will read and	 b) Select audience and purpose. b) Collect and organize information from multiple resources. 	
с)	Orally summarize information expressing ideas clearly.	demonstrate comprehension of fictional texts, literary nonfiction texts, and poetry.	 d) Use a variety of prewriting strategies. e) Recognize different forms c) Evaluate the relevance and reliability of information. d) Give credit to sources used 	
d)	Ask specific questions to gather ideas and opinions from others.	g) Identify sensory words. i) Compare/contrast details in	of writing have different patterns. f) Organize writing to convey in research. e) Avoid plagiarism and use own words.	
e)	Use evidence to support opinions and conclusions.	literary and informational nonfiction texts.	a central idea. g) Write a clear topic sentence f) Demonstrate ethical use of the Internet.	
f) g)	Connect comments to the remarks of others. Use specific vocabulary to	k) Use reading strategies throughout the reading process to monitor	focusing on main idea. h) Write related paragraphs on the same topic.	
h)	communicate ideas. Demonstrate the ability to collaborate with diverse teams,	comprehension. I) Read with fluency, accuracy, and meaningful expression.	i) Elaborate writing by including details to support the purpose. j) Express an opinion about a	
i)	while sharing responsibility of the work. Work respectfully	4.6 The student will read and demonstrate comprehension of nonfiction texts.	topic and provide fact-based reasons for support. k) Use transition words and	
"	with others, and show value for individual contributions.	e) Draw conclusions and make inferences using textual information as support.	prepositional phrases for sentence variety. I) Utilize elements of style, including word choice and	
delive	e student will create and r multimodal, interactive ntations.	f) Distinguish between cause and effect.h) Use reading strategies	sentence variation. 4.8 The student will self- and	
a) b)	Locate, organize, and analyze information from a variety of multimodal text. Speak audibly with	throughout the reading process to monitor comprehension.	peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English.	

c) d) e)	appropriate pacing. Use language and style appropriate to the audience, topic and purpose. Make eye contact with the audience. Ask and answer questions to gather or clarify information presented orally.	i)	Read with fluency, accuracy, and meaningful expression.	d) h)	Use commas in series, dates, and addresses. Use singular possessives.		
media	e student will learn how messages are constructed or what purposes.						
a)	Differentiate between auditory, visual, and written media messages and their purposes.						
b)	Compare and contrast how ideas and topics are depicted in a variety of media and formats						

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Fourth Nine Weeks

Communication	Reading	Writing	Research	Recommended Resources
4.1 The student will use effective oral communication skills in a variety of settings. c) Orally summarize	4.4 The student will expand vocabulary when reading. a) Use context to clarify meanings of unfamiliar	4.7 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.	4.9 The student will demonstrate comprehension of information resources to create a research product. (ongoing)	Aligned Newsela Resources
information expressing ideas clearly.	words (cont.) b) Use knowledge of roots,	a) Engage in writing as a	a) Construct questions about a topic.	
d) Ask specific questions to gather ideas and opinions from others.	affixes, synonyms, antonyms, and homophones to determine	process. b) Select audience and purpose. c) Narrow the topic.	b) Collect and organize information from multiple resources.	
e) Use evidence to support opinions and conclusions.	the meaning of new words.	d) Use a variety of prewriting strategies.	c) Evaluate the relevance and reliability of information.	
f) Connect comments to the remarks of others.	4.5 The student will read and demonstrate comprehension of	e) Recognize different forms	d) Give credit to sources used in research.	
remarks of others. g) Use specific vocabulary to communicate ideas.	a) Describe how the choice of language, setting, and characters contributes to the development of plot. b) Identify the theme(s). c) Summarize events in the plot. d) Identify genres. f) Identify the conflict and resolution g) Identify sensory words. h) Draw conclusions/make inferences about text using the text as support. i) Compare/contrast details in literary and informational nonfiction texts.	of writing have different patterns. g) Write a clear topic sentence focusing on the main idea. h) Write related paragraphs on the same topic. i) Elaborate writing by including details to support the purpose. k) Use transition words and prepositional phrases for sentence variety. l) Utilize elements of style, including word choice and sentence variation. m) Revise writing for clarity of content using specific vocabulary and information. 4.8 The student will self- and	e) Avoid plagiarism and use own words. f) Demonstrate ethical use of the Internet.	
	 j) Identify cause and effect relationships. k) Use reading strategies throughout the reading process to monitor comprehension. 	peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English.		

4.6 The student will read and demonstrate comprehension of nonfiction texts.	g) Use correct spelling including common homophones.	
 b) Explain the author's purpose. c) Identify the main idea. d) Summarize supporting details. 		
e) Draw conclusions and make inferences using textual information as support.		
f) Distinguish between cause and effect.g) Distinguish between fact		
and opinion. h) Use reading strategies throughout the reading process to monitor comprehension.		
i) Read with fluency, accuracy, and meaningful expression.		