



Bedford County Public Schools

4th Grade

2021-2022 Reading Pacing Guide

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](#))*

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.

First Nine Weeks

Communication	Reading	Writing	Research	Recommended Resources
<p>4.1(link curriculum guide materials to standard and substandard) <i>The student will use effective oral communication skills in a variety of settings.</i></p> <ul style="list-style-type: none"> a) Listen actively and speak using appropriate discussion rules. b) Contribute to group discussions across content areas. c) Orally summarize information expressing ideas clearly. d) Ask specific questions to gather ideas and opinions from others. e) Use evidence to support opinions and conclusions. f) Connect comments to the remarks of others. g) Use specific vocabulary to communicate ideas. h) 4.1h Demonstrate the ability to collaborate with diverse teams, while sharing responsibility of the work. i) 4.1i Work respectfully with others, and show value for individual contributions. <p>4.2 <i>The student will create and deliver multimodal, interactive presentations.</i></p> <ul style="list-style-type: none"> c) Use language and style appropriate to the 	<p>4.4 <i>The student will expand vocabulary when reading.</i></p> <ul style="list-style-type: none"> a) Use context to clarify meanings of unfamiliar words. b) Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words. <p>4.5 <i>The student will read and demonstrate comprehension of fictional texts, literary nonfiction texts, and poetry.</i></p> <ul style="list-style-type: none"> b) Identify the theme(s). c) Summarize events in the plot. d) Identify genres. e) Identify the narrator of a story and the speaker of a poem h) Draw conclusions/make inferences about text using the text as support. k) Use reading strategies throughout the reading process to monitor comprehension. l) Read with fluency, accuracy, and meaningful expression. <p>4.6 <i>The student will read and demonstrate comprehension of nonfiction texts.</i></p> <ul style="list-style-type: none"> a) Use text features such as type, headings, and 	<p>4.7 <i>The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.</i></p> <ul style="list-style-type: none"> a) Engage in writing as a process. b) Select audience and purpose. c) Narrow the topic. d) Use a variety of prewriting strategies. e) Recognize different forms of writing have different patterns. f) Organize writing to convey a central idea. g) Write a clear topic sentence focusing on main idea. i) Elaborate writing by including details to support the purpose. <p>4.8 <i>The student will self- and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English.</i></p> <ul style="list-style-type: none"> a) Use subject/verb agreement. c) Use noun/pronoun agreement. e) Correctly use adjectives and adverbs. h) Use singular possessives. 	<p>4.9 <i>The student will demonstrate comprehension of information resources to create a research product.</i></p> <ul style="list-style-type: none"> a) Construct questions about a topic. b) Collect and organize information from multiple resources. c) Evaluate the relevance and reliability of information. d) Give credit to sources used in research. e) Avoid plagiarism and use own words. f) Demonstrate ethical use of the Internet. 	<p>VDOE Comprehensive Instruction Plans</p> <p>Example 4.8-https://www.quill.org/</p> <p>Aligned Newsela Resources</p>

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

Communication	Reading	Writing	Research	Recommended Resources
<p>4.1 The student will use effective oral communication skills in a variety of settings.</p> <ul style="list-style-type: none"> a) Listen actively and speak using appropriate discussion rules. b) Contribute to group discussions across content areas. c) Orally summarize information expressing ideas clearly. d) Ask specific questions to gather ideas and opinions from others. e) Use evidence to support opinions and conclusions. f) Connect comments to the remarks of others. g) Use specific vocabulary to communicate ideas. h) Demonstrate the ability to collaborate with diverse teams, while sharing responsibility of the work. i) Work respectfully with others, and show value for individual contributions. <p>4.2 The student will create and deliver multimodal, interactive presentations.</p> <ul style="list-style-type: none"> a) Locate, organize, and analyze information from a variety of multimodal text. b) Speak audibly with 	<p>4.4 The student will expand vocabulary when reading.</p> <ul style="list-style-type: none"> a) Use context to clarify meanings of unfamiliar words. <p>4.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction texts, and poetry.</p> <ul style="list-style-type: none"> f) Identify the conflict and resolutions h) Draw conclusions/make inferences about text using the text as support. j) Identify cause and effect relationships k) Use reading strategies throughout the reading process to monitor comprehension. l) Read with fluency, accuracy, and meaningful expression. <p>4.6 The student will read and demonstrate comprehension of nonfiction texts.</p> <ul style="list-style-type: none"> b) Explain the author's purpose g) Distinguish between fact and opinion. h) Use reading strategies throughout the reading process to monitor comprehension. 	<p>4.7 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.</p> <ul style="list-style-type: none"> a) Engage in writing as a process. b) Select audience and purpose. c) Narrow the topic. d) Use a variety of prewriting strategies. e) Recognize different forms of writing have different patterns. f) Organize writing to convey a central idea. g) Write a clear topic sentence focusing on main idea. h) Write related paragraphs on the same topic. i) Elaborate writing by including details to support the purpose. j) Express an opinion about a topic and provide fact-based reasons for support. k) Use transition words and prepositional phrases for sentence variety. l) Utilize elements of style, including word choice and sentence variation. <p>4.8 The student will self- and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English.</p>	<p>4.9 The student will demonstrate comprehension of information resources to create a research product.</p> <ul style="list-style-type: none"> a) Construct questions about a topic. b) Collect and organize information from multiple resources. c) Evaluate the relevance and reliability of information. d) Give credit to sources used in research. e) Avoid plagiarism and use own words. f) Demonstrate ethical use of the Internet. 	<p>Aligned Newsela Resources</p>

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

Communication	Reading	Writing	Research	Recommended Resources
<p>4.1 The student will use effective oral communication skills in a variety of settings.</p> <ul style="list-style-type: none"> a) Listen actively and speak using appropriate discussion rules. b) Contribute to group discussions across content areas. c) Orally summarize information expressing ideas clearly. d) Ask specific questions to gather ideas and opinions from others. e) Use evidence to support opinions and conclusions. f) Connect comments to the remarks of others. g) Use specific vocabulary to communicate ideas. h) Demonstrate the ability to collaborate with diverse teams, while sharing responsibility of the work. i) Work respectfully with others, and show value for individual contributions. <p>4.2 The student will create and deliver multimodal, interactive presentations.</p> <ul style="list-style-type: none"> a) Locate, organize, and analyze information from a variety of multimodal text. b) Speak audibly with 	<p>4.4 The student will expand vocabulary when reading.</p> <ul style="list-style-type: none"> a) Use context to clarify meanings of unfamiliar words (cont.) c) Use word-reference materials. <p>4.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction texts, and poetry.</p> <ul style="list-style-type: none"> g) Identify sensory words. i) Compare/contrast details in literary and informational nonfiction texts. k) Use reading strategies throughout the reading process to monitor comprehension. l) Read with fluency, accuracy, and meaningful expression. <p>4.6 The student will read and demonstrate comprehension of nonfiction texts.</p> <ul style="list-style-type: none"> e) Draw conclusions and make inferences using textual information as support. f) Distinguish between cause and effect. h) Use reading strategies throughout the reading process to monitor comprehension. 	<p>4.7 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.</p> <ul style="list-style-type: none"> a) Engage in writing as a process. b) Select audience and purpose. c) Narrow the topic. d) Use a variety of prewriting strategies. e) Recognize different forms of writing have different patterns. f) Organize writing to convey a central idea. g) Write a clear topic sentence focusing on main idea. h) Write related paragraphs on the same topic. i) Elaborate writing by including details to support the purpose. j) Express an opinion about a topic and provide fact-based reasons for support. k) Use transition words and prepositional phrases for sentence variety. l) Utilize elements of style, including word choice and sentence variation. <p>4.8 The student will self- and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English.</p>	<p>4.9 The student will demonstrate comprehension of information resources to create a research product. (ongoing)</p> <ul style="list-style-type: none"> a) Construct questions about a topic. b) Collect and organize information from multiple resources. c) Evaluate the relevance and reliability of information. d) Give credit to sources used in research. e) Avoid plagiarism and use own words. f) Demonstrate ethical use of the Internet. 	<p>Aligned Newsela Resources</p>

<p>appropriate pacing.</p> <p>c) Use language and style appropriate to the audience, topic and purpose.</p> <p>d) Make eye contact with the audience.</p> <p>e) Ask and answer questions to gather or clarify information presented orally.</p> <p>4.3 The student will learn how media messages are constructed and for what purposes.</p> <p>a) Differentiate between auditory, visual, and written media messages and their purposes.</p> <p>b) Compare and contrast how ideas and topics are depicted in a variety of media and formats</p>	<p>i) Read with fluency, accuracy, and meaningful expression.</p>	<p>d) Use commas in series, dates, and addresses.</p> <p>h) Use singular possessives.</p>		
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Fourth Nine Weeks

Communication	Reading	Writing	Research	Recommended Resources
<p>4.1 The student will use effective oral communication skills in a variety of settings.</p> <ul style="list-style-type: none"> c) Orally summarize information expressing ideas clearly. d) Ask specific questions to gather ideas and opinions from others. e) Use evidence to support opinions and conclusions. f) Connect comments to the remarks of others. g) Use specific vocabulary to communicate ideas. 	<p>4.4 The student will expand vocabulary when reading.</p> <ul style="list-style-type: none"> a) Use context to clarify meanings of unfamiliar words (cont.) b) Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words. <p>4.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction texts, and poetry.</p> <ul style="list-style-type: none"> 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. j) Identify cause and effect relationships. k) Use reading strategies throughout the reading process to monitor comprehension. 	<p>4.7 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.</p> <ul style="list-style-type: none"> a) Engage in writing as a process. b) Select audience and purpose. c) Narrow the topic. d) Use a variety of prewriting strategies. e) Recognize different forms 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. <p>4.8 The student will self- and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English.</p>	<p>4.9 The student will demonstrate comprehension of information resources to create a research product. (ongoing)</p> <ul style="list-style-type: none"> a) Construct questions about a topic. b) Collect and organize information from multiple resources. c) Evaluate the relevance and reliability of information. d) Give credit to sources used in research. e) Avoid plagiarism and use own words. f) Demonstrate ethical use of the Internet. 	<p>Aligned Newsela Resources</p>

	<p>4.6 The student will read and demonstrate comprehension of nonfiction texts.</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> g) Use correct spelling including common homophones. 		
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