

2017



**ENGLISH**  
Standards of  
Learning  
**CURRICULUM**  
**FRAMEWORK**

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## ***2017 Virginia English Standards of Learning Curriculum Framework***

### **Introduction**

The *2017 English Standards of Learning Curriculum Framework* is a companion document to the *2017 English Standards of Learning* and amplifies the *English Standards of Learning* by defining the content knowledge, skills, and understandings. The Curriculum Framework is not meant to be an entire curriculum, but rather to provide additional guidance to school divisions and their teachers as they develop their local programs of studies appropriate for their students. It assists teachers in their lesson planning by identifying essential understandings, defining essential content knowledge, and describing the intellectual skills students need to use. This supplemental framework delineates in greater specificity the content that all teachers should teach and all students should learn. The concepts, skills, and content in English Language Arts spiral; teachers should note each grade level builds skills that carry to the following grades. Each grade level within the English Curriculum Framework builds from kindergarten through grade 12, creating a comprehensive instructional tool, which prepares students for success in future postsecondary education and the workplace. Teachers should review the Curriculum Framework for the scope of learning in each of the strands in previous grades and in the grades to follow.

The format of the Curriculum Framework facilitates teacher planning by identifying the key concepts, knowledge, and skills that should be the focus of instruction for each standard. The Curriculum Framework is divided into two columns: *Essential Understandings*; and *Essential Knowledge, Skills and Processes (EKSP)*. The purpose of each column is explained below.

### **Overview of Standard and Teacher Notes**

This section includes background information for teachers. It contains content that may extend teachers' knowledge of each standard beyond the current grade level. This section may also contain best practices, instructional strategies, and suggestions that will help teachers plan lessons focusing on integrating the standard(s). *Teacher Notes* are found at the beginning of each strand in the English Curriculum Framework.

### **Essential Understandings**

This section delineates the key concepts and ideas that all students should grasp to demonstrate an understanding of the Standards of Learning. These essential understandings are presented to facilitate teacher planning.

### **Essential Knowledge, Skills, and Processes**

Standards are expanded in the *EKSP* column. This column outlines what students should know and be able to do in each standard. This is not meant to be an exhaustive list, nor one that limits what is taught in the classroom. It is meant to identify the key knowledge, skills, and processes that define the standard. The *EKSP* is not a one-to-one match of the Standards. If the standard is self-explanatory,

there will be no additional explanation in this column. For example, the nonfiction reading strand requires students to identify the main idea; there is not a corresponding entry in the *EKSP* column explaining how to identify a main idea.

The Curriculum Framework serves as a guide for *English Standards of Learning* assessment development. Assessment items may not and should not be a verbatim reflection of the information presented in the Curriculum Framework. Students are expected to continue to apply knowledge, skills, and processes from Standards of Learning presented in previous grades as they build expertise in English.

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## STRAND: COMMUNICATION AND MULTIMODAL LITERACIES

At the fourth-grade level, students will continue to increase communication and collaboration skills by working in diverse teams. To be contributing participants in discussions, students will apply skills to effectively communicate ideas and opinions, while showing value for others' contributions. Students will deliver interactive, multimodal presentations and begin to examine media messages. Teachers will encourage the development of effective, interpersonal communication and collaboration skills that are essential for success in future postsecondary education and workplace environments.

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### *Teacher Notes*

- Please note student presentation skills may differ within classrooms.
- Teachers should explicitly teach effective presentation skills with audience involvement.
- Teachers should provide opportunities for students to create interactive, multimodal presentations.
- Multimodal is the strategic use of two or more interdependent modes of communication where both/all modes are essential to convey the intended message (e.g., graphics, written language, moving images, music, audio, presentation technologies, movement).

## 4.1 The student will use effective oral communication skills in a variety of settings.

- 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 for the work.
- i) Work respectfully with others, and show value for individual contributions.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<p><b>All students should</b> understand the process of communicating effectively and working collaboratively to accomplish a variety of tasks and goals.</p>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• participate in a range of discussions, building on others' ideas and clearly stating thoughts, opinions, and information</li> <li>• participate in a variety of collaborative discussions by <ul style="list-style-type: none"> <li>○ following rules for discussions and assigned partner or group roles</li> <li>○ offering comments that are relevant to the topic of discussion</li> <li>○ asking appropriate questions to solicit knowledge and opinions from others</li> <li>○ supporting opinions with appropriate examples and details</li> <li>○ identifying reasons and evidence a speaker provides to support particular points</li> <li>○ communicating new ideas to others</li> <li>○ 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</li> <li>○ reviewing key ideas expressed in discussions and explaining own ideas and understanding</li> <li>○ distinguishing fact from opinion</li> <li>○ taking turns speaking during a discussion</li> <li>○ maintaining appropriate eye contact while listening</li> <li>○ respecting the comments of others, especially if the comments express opinions that are different from the student's own.</li> </ul> </li> </ul>

## 4.2 The student will create and deliver multimodal, interactive presentations.

- a) Locate, organize, and analyze information from a variety of multimodal texts.
- b) Speak audibly with appropriate pacing.
- c) Use language and style appropriate to the audience, topic, and purpose.
- d) Make eye contact with the audience.
- e) Ask and answer questions to gather or clarify information presented orally.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<p><b>All students should</b> understand how ideas can be best organized and delivered for an effective presentation.</p>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• create and deliver multimodal presentations by <ul style="list-style-type: none"> <li>○ 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</li> <li>○ organizing information around a central idea with supporting details and using specific vocabulary</li> <li>○ speaking clearly, using appropriate voice level and speaking rate</li> <li>○ differentiating formal and informal language and style when appropriate to task and situation (e.g., presentations, small-group discussions)</li> <li>○ selecting words and phrases to convey precise ideas</li> <li>○ using voice inflection for effect</li> <li>○ involving audience participation through planned interactions (e.g., questioning, discussion, gathering responses, and movement)</li> </ul> </li> <li>• use active listening skills by <ul style="list-style-type: none"> <li>○ looking at the speaker</li> <li>○ thinking about the main points the speaker is making</li> <li>○ taking notes.</li> </ul> </li> </ul>

**4.3 The student will learn how media messages are constructed and for 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.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<b>All students should</b> understand attributes of a constructed message (i.e., audience and purpose).	<b>To be successful with this standard, students are expected to</b> <ul style="list-style-type: none"><li>• access media messages and identify what types of media are used</li><li>• determine the purpose of various media messages</li><li>• compare and contrast messages, facts, and opinions in multiple media formats.</li></ul>

In fourth grade, there is an increased emphasis on reading comprehension by comparing fiction and nonfiction texts, identifying cause-and-effect relationships, and differentiating between fact and opinion. Students will expand vocabulary using knowledge of roots, affixes, synonyms, antonyms, and homophones. Teachers will encourage the development of reading skills that are foundational to effective comprehension and critical thinking. These skills are essential for success in future postsecondary education and workplace environments.

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*Teacher Notes*

- Teachers must provide increased opportunities for silent reading with options for student choice.
- Teachers should introduce students to longer and/or more complex texts both on grade level and above grade level.
- Vocabulary words should be culled from student reading instead of using random lists and should not be taught in isolation.
- Teachers should teach theme as a literary term with fiction texts and main idea with nonfiction texts. Please note these terms are not interchangeable. However, identifying main idea in a paragraph or portion of text is an essential skill for comprehension.
- Please note teachers should introduce specific genres of fiction including, but not limited to, fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/tall tales.
- Teachers should use fictional and informational texts paired on a common theme or topic and have students compare/contrast.
- Teachers should teach author's purpose exclusively with nonfiction texts.
- Please note although the strands are developed separately, teachers should seamlessly integrate all strands.
  - Teachers may integrate the strands through the use of thematic units.
  - Teachers should ask students to write about what they have read.

#### 4.4 The student will expand vocabulary when reading.

- 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.
- c) Use word-reference materials.
- d) Use vocabulary from other content areas.
- e) Develop and use general and specialized vocabulary through speaking, listening, reading, and writing.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• understand that the content and structure of a sentence, paragraph, or reading selection can be used to determine the meaning of an unfamiliar word</li> <li>• understand that roots, affixes, synonyms, and antonyms can help a reader determine the meaning of unfamiliar words</li> <li>• understand that word reference resources can help a reader learn word meanings</li> <li>• understand the type of information found in word reference materials such as a glossary, dictionary, and thesaurus.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• use context as a clue to clarify the meaning of unfamiliar words or phrases (e.g., definitions, examples, or restatements of text)</li> <li>• 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</li> <li>• use knowledge of affixes to read and understand the meanings of words</li> <li>• apply knowledge of synonyms and antonyms to understand the meanings of unfamiliar words</li> <li>• derive word meaning by using knowledge of homophones such as <i>read/red</i>, <i>no/know</i>, <i>hear/her</i></li> <li>• use context to select the applicable definition of a word from a glossary or dictionary</li> <li>• identify and consult the word-reference material(s), including the glossary, dictionary, and thesaurus, most likely to contain needed information to clarify word meaning</li> <li>• determine the meaning of general academic and content-specific words or phrases in a text.</li> </ul>

## 4.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction texts, and poetry.

- 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.
- e) Identify the narrator of a story and the speaker of a poem.
- 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.
- l) Read with fluency, accuracy, and meaningful expression.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• understand the essential elements and characteristics of fictional text, literary nonfiction, and poetry</li> <li>• understand the similarities and differences between literary and informational nonfiction texts.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• describe how an author's choice of language, setting, and characters develops the plot and contributes to the sequence of events</li> <li>• describe in depth a character, setting, or event, drawing on specific details from the text (e.g., words, actions, or a character's thoughts).</li> <li>• identify literary nonfiction as a type of narrative text, which uses story elements and language to share accurate information about real people, places, and events, including but not limited to biography and autobiography</li> <li>• identify genres including but not limited to: fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, folklore/tall tales</li> <li>• identify the theme(s) of a text (e.g., friendship, survival, determination) <ul style="list-style-type: none"> <li>○ thematic topic</li> <li>○ lessons learned</li> </ul> </li> <li>• summarize plot events using supporting details</li> <li>• identify the main conflict and resolution in a poem, section of text, or book</li> </ul>

**4.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction texts, and poetry.**

- analyze the similarities and differences between paired fictional texts and informational nonfiction texts (e.g., similar themes and topics, patterns of events)
- make connections between the text of a story and a visual/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 contribute to the text
- refer to details, specific vocabulary, and examples in a text to draw conclusions/make inferences
- use specific details to make, confirm, or revise predictions by
  - identifying information from the text that supports or contradicts a prediction
  - revising predictions based on new understandings
- demonstrate comprehension and apply strategies by writing about what is read
- read familiar text with fluency, accuracy, and meaningful expression
- read with sufficient accuracy and fluency to support comprehension.

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

- a) Use text features such as type, headings, and graphics to predict and categorize information.
- 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.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• understand that nonfiction texts provide information, explain a process, or persuade</li> <li>• understand text features serve a purpose</li> <li>• understand that details and information from the text are used to draw conclusions and make inferences.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• explain how written text and accompanying graphics connect to convey meaning (e.g., charts, graphs, diagrams, timelines, animations)</li> <li>• explain author's purpose for writing, which may include providing information, explaining a process, or persuading an audience</li> <li>• identify the main idea and summarize supporting details</li> <li>• draw conclusions and make inferences using information from the text</li> <li>• demonstrate comprehension and apply strategies to write about what is read.</li> </ul>

At the fourth-grade level, students will develop and build their reading and writing skills together. Students will use the writing process to plan, draft, revise, and edit writing in a variety of forms to include narrative, descriptive, opinion, and expository. They will select and narrow a topic, develop a plan for writing, and organize information into several paragraphs with a central idea and supporting details. The instructional focus will include an emphasis on composing and written expression. Revising writing for clarity and editing for usage and mechanics will continue to be important at this grade level. Teachers will encourage the development of writing skills that are foundational to effective written communication and critical thinking. These skills are necessary for success in future postsecondary and workplace environments.

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#### *Teacher Notes*

- Teachers will model the writing process for students.
- Teachers should refer to examples of writing in mentor texts.
- The focus of writing in fourth grade is narrative, descriptive, opinion, and expository.
- Teachers will teach students to develop related paragraphs including a clear topic sentence that focuses on the main idea.
- Teachers should integrate grammar with writing instruction.
- Teachers should use student writing to teach editing and peer-editing skills.
- Teachers may want to consult professional publications.
- Teachers should introduce students to the three domains of writing:
  - Composing—focusing on a clear, central idea, providing elaboration and organization
  - Written Expression—sentence variation, selected vocabulary and information, and word choice
  - Usage/Mechanics—grammar, punctuation, and usage as appropriate for the grade level
- Teachers should use writing conferences and portfolios to monitor student progress.
- Teachers should provide opportunities for independent writing and options for student choice.

## 4.7 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.

- 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 of organization.
- f) Organize writing to convey a central idea.
- 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.
- 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.
- m) Revise writing for clarity of content using specific vocabulary and information.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• understand that writers use the writing process including planning, drafting, revising, editing, and publishing</li> <li>• understand the domains of writing include composing, written expression, and usage/mechanics.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• write focusing on the composing domain features of central idea, organization, unity, and elaboration</li> <li>• write focusing on the written expression domain features of word choice, specific vocabulary, and sentence variety</li> <li>• use mentor texts as an example of writing</li> <li>• produce clear and coherent writing in which the development and organization are appropriate to the purpose and audience</li> <li>• recognize different forms of writing have different patterns of organization <ul style="list-style-type: none"> <li>○ descriptive/expository <ul style="list-style-type: none"> <li>▪ clearly introduce a topic and organize information in paragraphs</li> <li>▪ use facts, definitions, opinions, quotations, details, or other examples and information to develop the topic</li> <li>▪ use specific vocabulary to inform and explain the topic; and provide a</li> </ul> </li> </ul> </li> </ul>

**4.7 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.**

- conclusion related to the topic
- narrative
  - organize an event sequence that unfolds naturally
  - use transition words and phrases for sentence variety
  - provide a conclusion
  - use specific vocabulary to develop a story
- opinion
  - state a clear opinion
  - provide multiple facts as reasons for support
  - provide a conclusion
- organize thoughts to convey a central idea before writing
- use a variety of prewriting strategies
- focus, organize, and elaborate to construct an effective, cohesive message for the reader
- select specific information to guide readers more purposefully through the piece
- use specific vocabulary and vivid word choice
- link ideas within paragraphs using transition words and phrases
- include sentences of various lengths and beginnings to create a rhythm
- use available word reference resources (e.g., dictionary and thesaurus) to assist in revising writing
- use facts and details in sentences to elaborate on the main idea.

## 4.8 The student will self- and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English.

- a) Use subject-verb agreement.
- b) Eliminate double negatives.
- c) Use noun-pronoun agreement.
- d) Use commas in series, dates, and addresses.
- e) Correctly use adjectives and adverbs.
- f) Use quotation marks with dialogue.
- g) Use correct spelling, including common homophones.
- h) Use singular possessives.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<p><b>All students should</b> understand that editing for correct sentence formation, grammar, capitalization, spelling, and punctuation makes the meaning of the writing clearer to the reader.</p>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• apply knowledge of the usage/mechanics writing domain</li> <li>• use subject-verb agreement (i.e., singular nouns with singular verbs; plural nouns with plural verbs)</li> <li>• use knowledge of sentence structure to form complete sentences</li> <li>• use noun/pronoun agreement</li> <li>• use reflexive pronouns correctly (e.g., <i>myself, ourselves</i>)</li> <li>• differentiate between and correctly use adjectives and adverbs (e.g., use adverbs instead of adjectives where appropriate, “He played <i>really</i> well.” instead of “He played <i>real</i> well.”)</li> <li>• use a rubric to self- or peer-assess writing.</li> </ul>

Students will demonstrate comprehension of the research process by evaluating the relevance and reliability of information collected to create a research product. Additionally, students will integrate the information while avoiding plagiarism. Teachers will encourage the development of research skills that are foundational to effective critical thinking and responsible use of information. These skills are necessary for success in future postsecondary education and workplace environments.

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*Teacher Notes*

- Teachers should note that research can be collaborative, cross-curricular, and integrated throughout the year.
- Teachers should use the librarian/media specialist's expertise in teaching the research process.
- Teachers should make students aware of possible consequences of plagiarism.
- Teachers should emphasize giving credit to all sources used when gathering information, including music and graphics.
- Teachers should model responsible use of the Internet.

## 4.9 The student will demonstrate comprehension of information resources to create a research product.

- 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.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• understand how information is to be collected, analyzed, organized, and presented.</li> <li>• understand the importance of avoiding plagiarism and giving credit to sources when gathering and reporting information and ideas.</li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• formulate questions about a topic and gather information by identifying, locating, exploring, and effectively using a variety of sources</li> <li>• recognize, select, organize, and record information pertinent to the topic</li> <li>• decide if information is relevant to the topic and reliable for use</li> <li>• identify search terms to use in searching for information</li> <li>• skim to find information related to a topic</li> <li>• evaluate and synthesize related information from two or more sources</li> <li>• develop notes that include important concepts, summaries, and identification of information sources</li> <li>• give credit to sources used</li> <li>• avoid plagiarism by giving credit whenever using another person's media, facts, graphics, music, and quotations.</li> </ul>