**English *Standard of Learning* Instructional Log for Grade 4**

**2021-2022 School Year**

The skills and strategies introduced in the English Standards of Learning spiral from kindergarten to high school and many standards within the English Standards of Learning build in complexity within K-12 instruction. Teachers can use this instructional log to help determine which standards students have had sufficient exposure and experience with in the 2020-2021 academic year and to make decisions regarding when and how experience with new standards might occur moving forward.

| **Strand** | ***Standard of Learning*** | **Skills covered sufficiently during 2020-2021** | **Not yet sufficiently covered** | **Subsequent Grade/Course**  **Connections where skill scaffolding may be necessary** | **Comments** |
| --- | --- | --- | --- | --- | --- |
| **Communication & Multimodal Literacies** | **4.1 The student will use effective communication skills in a variety of settings.** |  |  | 5.1 |  |
| 4.1a Listen actively and speak using appropriate discussion rules. |  |  | 5.1a |  |
| 4.1b Contribute to group discussions across content areas. |  |  | 5.1b,f |  |
| 4.1c Orally summarize information expressing ideas clearly. |  |  | 5.1c |  |
| 4.1d Ask specific questions to gather ideas and opinions from others. |  |  | 5.2e |  |
| 4.1e Use evidence to support opinions and conclusions. |  |  | 5.1e |  |
| 4.1f Connect comments to the remarks of others. |  |  | 5.1f |  |
| 4.1g Use specific vocabulary to communicate ideas. |  |  | 5.1 |  |
| 4.1h Demonstrate the ability to collaborate with diverse teams, while sharing responsibility for the work. |  |  | 5.1g |  |
| 4.1i Work respectfully with others, and show value for individual contributions. |  |  | 5.1h |  |
| **4.2 The student will create and deliver multimodal, interactive presentations.** |  |  | 5.2 |  |
| 4.2a Locate, organize, and analyze information from a variety of multimodal texts. |  |  | 5.2 |  |
| 4.2b Speak audibly with appropriate pacing. |  |  | 5.2a |  |
| 4.2c Use language and style appropriate to the audience, topic, and purpose. |  |  | 5.2d |  |
| 4.2d Make eye contact with the audience. |  |  | 5.2b |  |
| 4.2e Ask and answer questions to gather or clarify information presented orally. |  |  | 5.2e |  |
| **4.3 The student will learn how media messages are constructed and for what purposes.** |  |  | 5.3 |  |
| 4.3a Differentiate between auditory, visual, and written media messages and their purposes. |  |  | 5.3a |  |
| 4.3b Compare and contrast how ideas and topics are depicted in a variety of media and formats. |  |  | 5.3c |  |
| **Reading** | **4.4 The student will expand vocabulary when reading.** |  |  | 5.4 |  |
| 4.4a Use context to clarify meanings of unfamiliar words. |  |  | 5.4a |  |
| 4.4b Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words. |  |  | 5.4c |  |
| 4.4c Use word-reference materials. |  |  | 5.4e |  |
| 4.4d Use vocabulary from other content areas. |  |  | 5.4f |  |
| 4.4e Develop and use general and specialized vocabulary through speaking, listening, reading, and writing. |  |  | 5.4f |  |
| **4.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.** |  |  | 5.5 |  |
| 4.5a Describe how the choice of language, setting, and characters contributes to the development of plot. |  |  | 5.5b |  |
| 4.5b Identify the theme(s). |  |  | 5.5d |  |
| 4.5c Summarize events in the plot. |  |  | 5.5a |  |
| 4.5d Identify genres. |  |  | 5.5f |  |
| 4.5e Identify the narrator of a story and the speaker of a poem. |  |  | 5.5g |  |
| 4.5f Identify the conflict and resolution. |  |  | 5.5e |  |
| 4.5g Identify sensory words. |  |  | 5.5i |  |
| 4.5h Draw conclusions/make inferences about text using the text as support. |  |  | 5.5j |  |
| 4.5i Compare/contrast details in literary and informational nonfiction texts. |  |  | 5.5l |  |
| 4.5j Identify cause and effect relationships. |  |  | 5.5k |  |
| 4.5k Use reading strategies throughout the reading process to monitor comprehension. |  |  | 5.5m |  |
| 4.5l Read with fluency, accuracy, and meaningful expression. |  |  | 5.5m |  |
| **4.6 The student will read and demonstrate comprehension of nonfiction texts.** |  |  | 5.6 |  |
| 4.6a Use text features such as type, headings, and graphics to predict and categorize information. |  |  | 5.6a |  |
| 4.6b Explain the author’s purpose. |  |  | 5.6a,e |  |
| 4.6c Identify the main idea. |  |  | 5.6c |  |
| 4.6d Summarize supporting details. |  |  | 5.6d |  |
| 4.6e Draw conclusions and make inferences using textual information as support. |  |  | 5.6g |  |
| 4.6f Distinguish between cause and effect. |  |  | 5.6h |  |
| 4.6g Distinguish between fact and opinion. |  |  | 5.6i |  |
| 4.6hUse reading strategies throughout the reading process to monitor comprehension. |  |  | 5.6k |  |
| 4.6i Read with fluency, accuracy, and meaningful expression. |  |  | 5.6k |  |
| **Writing** | **4.7 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.** |  |  | 5.7 |  |
| 4.7a Engage in writing as a process. |  |  | 5.7a |  |
| 4.7b Select audience and purpose. |  |  | 5.7b |  |
| 4.7c Narrow the topic. |  |  | 5.7d |  |
| 4.7d Use a variety of prewriting strategies. |  |  | 5.7c |  |
| 4.7e Recognize different forms of writing have different patterns of organization. |  |  | 5.7f |  |
| 4.7f Organize writing to convey a central idea. |  |  | 5.7g |  |
| 4.7g Write a clear topic sentence focusing on the main idea. |  |  | 5.7i |  |
| 4.7h Write related paragraphs on the same topic. |  |  | 5.7i |  |
| 4.7i Elaborate writing by including details to support the purpose. |  |  | 5.7d,j |  |
| 4.7j Express an opinion about a topic and provide fact-based reasons for support. |  |  | 5.7h |  |
| 4.7k Use transition words and prepositional phrases for sentence variety. |  |  | 5.7k |  |
| 4.7l Utilize elements of style, including word choice and sentence variation. |  |  | 5.7j,k |  |
| 4.7l Revise writing for clarity of content using specific vocabulary and information. |  |  | 5.7l |  |
| **4.8 The student will self- and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English.** |  |  | 5.8 |  |
| 4.8a Use subject-verb agreement. |  |  | 5.8h |  |
| 4.8b Eliminate double negatives. |  |  | 5.8i |  |
| 4.8c Use noun-pronoun agreement. |  |  | 5.8 |  |
| 4.8d Use commas in series, dates, and addresses. |  |  | 5.8f |  |
| 4.8e Correctly use adjectives and adverbs. |  |  | 5.8b |  |
| 4.8f Use quotation marks with dialogue. |  |  | 5.8e |  |
| 4.8g Use correct spelling, including common homophones. |  |  | 5.8j |  |
| 4.8h Use singular possessives. |  |  | 5.8a |  |
| **Research** | **4.9 The student will demonstrate comprehension of information resources to create a research product.** |  |  | 5.9 |  |
| 4.9a Construct questions about a topic. |  |  | 5.9a |  |
| 4.9b Collect and organize information from multiple resources. |  |  | 5.9b |  |
| 4.9c Evaluate the relevance and reliability of information. |  |  | 5.9c |  |
| 4.9d Give credit to sources used in research. |  |  | 5.9d |  |
| 4.9e Avoid plagiarism and use own words. |  |  | 5.9e |  |
| 4.9f Demonstrate ethical use of the Internet. |  |  | 5.9f |  |