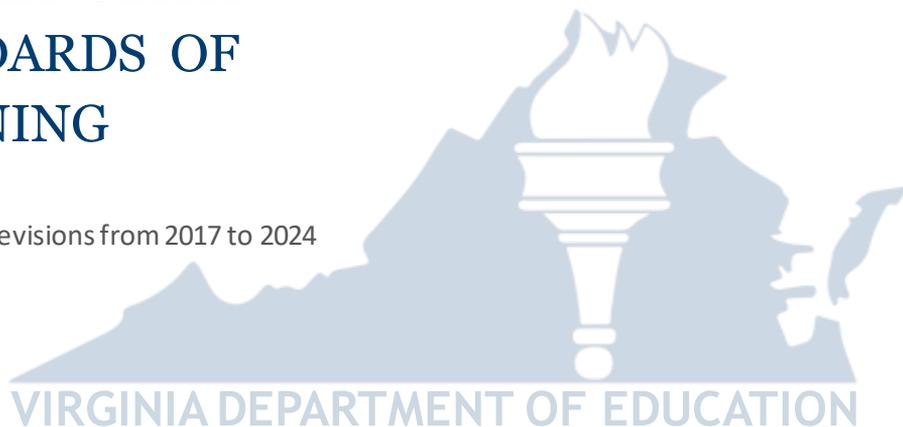


2024 ENGLISH STANDARDS OF LEARNING

Grade 4

Overview of Revisions from 2017 to 2024



Welcome to the Grade 4 Overview of Revisions to the English Standards of Learning from 2017 to 2024.

It would be helpful to have a copy of the Grade 4 – Crosswalk (Summary of Revisions) and a copy of the 2024 Grade 4 English Standards of Learning for this PowerPoint.

PURPOSE

- Overview of the 2024 *English Standards of Learning*
- Highlight the changes in the structure and content between the 2017 and 2024 *English Standards of Learning*



The purpose of this PowerPoint is to provide an overview of the changes in both the structure and the content of the 2024 English Standards of Learning.

AGENDA

- Implementation Timeline
- Resources Currently Available
 - Standards
 - Crosswalk (Summary of Revisions)
- Comparison of 2017 to 2024 Standards
 - Strands
 - Content



The agenda for today is to share the implementation timeline for the 2024 English Standards of Learning, and share the resources that are currently available as support. These resources include the 2024 English Standards of Learning, along with the Crosswalk Document that contains the Summary of Revisions for each grade level.

Finally, we will also compare the strands and content of the 2017 and the 2024 English Standards of Learning.

IMPLEMENTATION TIMELINE

2024 Spring

VDOE staff and teams of teachers and specialists develop and provide support documents around the 2024 Standards, including a crosswalk between the 2017 and 2024 Standards and an Understanding the Standards document for each grade level K-12.

2024 Summer

VDOE staff will support divisions with professional learning through symposiums across the Commonwealth.

2024-2025 School Year

Instruction aligns fully to the 2024 *English Standards of Learning*. The VDOE continues to develop resources aligned to the 2024 *English Standards of Learning* and provide professional learning opportunities to school divisions.

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In the spring of 2024 VDOE staff is partnering with teams of teachers and specialists to develop and provide support documents, such as this PowerPoint, around the 2024 English Standards of Learning. The goal of these documents is to provide clarity around the revisions and highlight the changes between the 2017 and 2024 standards.

In the summer of 2024 VDOE staff will support divisions with professional learning through symposiums across the Commonwealth.

In the 2024-2025 school year, instruction will align fully to the 2024 English Standards of Learning and the VDOE will continue to develop resources to support divisions and teachers with implementation. This roll out is done purposefully to align with the Virginia Literacy Act of 2022.

2024 SOL NOTABLE CHANGES-

- Highlighted and provided clarity on the expectations for foundational literacy skills.
- Addition of the Developing Skilled Readers and Building Reading Stamina Strand.
- Provided clarity for grade level expectations around text complexity.
- Ensured coherence within a grade level between the strands, and vertically across grade levels.



The 2024 standards revisions focused on providing clarity for grade level expectations within the different aspects of literacy development.

There was an increased emphasis on foundational literacy skills in addition to providing clarity for student expectations at each grade level. This will provide alignment with the requirements of the Virginia Literacy Act.

The 2024 English Standards of Learning provide a comprehensive progression of the content, ensuring developmental appropriateness, increasing support for teachers, clarifying expectations both for teaching and for student learning, and providing connections between the strands in a grade level, as well as how grade level skills build on one another.

OVERVIEW OF REVISIONS TO THE STRANDS

| 2017 Strands | 2024 Strands |
|-----------------|---|
| Communications | Foundations for Reading |
| Reading | Developing Skilled Readers & Building Reading Stamina |
| Writing | Reading and Vocabulary |
| Research | Reading Literary Text |
| | Reading Informational Text |
| | Foundations for Writing |
| | Writing |
| | Language Usage |
| | Communications |
| | Research |

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The 2024 English Standards of Learning changed the number of strands in grade four, from four in 2017 to ten in 2024. This restructuring of strands was done purposefully to provide additional support and clarity around the skills necessary for students to become strategic readers and writers.

STRANDS AND SUB STRANDS FOR THE 2024 *ENGLISH STANDARDS OF LEARNING*

| | |
|--|--|
| Foundations for Reading | •Phonics and Word Analysis |
| Developing Skilled Readers and Building Reading Stamina | •Text Complexity •Fluency •Reading Strategies |
| Reading and Vocabulary | •Vocabulary Development and Word Analysis |
| Reading Literary Text | •Key Ideas and Plot Details •Craft and Style •Integration of Concepts |
| Reading Informational Text | •Key Ideas and Confirming Details •Craft and Style •Integration of Concepts |
| Foundations for Writing | •Handwriting •Spelling |
| Writing | •Modes and Purposes for Writing •Organization and Composition •Usage and Mechanics |
| Language Usage | •Grammar •Mechanics |
| Communication and Multimodal Literacies | •Communication, Listening, and Collaboration •Speaking and Presentation of Ideas •Integrating Multimodal Literacies •Examining Media Messages |
| Research | •Evaluation and Synthesis of Information |

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Each of the 10 strands in the 2024 English Standards of Learning, has sub-strands. The sub-strands work as a support by grouping common standards together and providing clarity on what skills and strategies are needed at each grade level.

Some of the strands and sub-strands are specific to a certain grade or grade band. For example, in the Foundations of Reading Strand in Grade 4, there is a sub-strand for Phonics and Word Analysis. This sub-strand is addressed in Kindergarten through Grade 5.

HOW TO READ THE 2024 *ENGLISH STANDARDS OF LEARNING*

- Strand
 - Sub Strand
 - Standard
 - Standard
 - Sub Strand
 - Standard
 - Standard
 - Standard
- 4.RI- Reading Informational Text
 - 4.RI.1-Key Ideas and Confirming Details
 - A- With prompting and support, ask and answer literal (who, what, when, where) or inferential (why, how) questions about what is read.
 - B- With prompting and support, identify the main idea and key details of a text.
 - 4.RI.2- Craft and Style
 - 4.RI-3- Integration of Concepts



When reading the 2024 English Standards of Learning, you will first see the strand name, followed by a number that corresponds to the sub-strand, then a letter to indicate each standard.

For example, in the Reading Information Text strand in fourth grade there are three sub-strands; Key Ideas and Confirming Details, Craft and Style, and Integration of Concepts. Under each sub-strand, are the standards themselves.

This restructuring of the standards, allows teachers to focus on the grade level expectation for each strand and sub-strand, and to easily see how the standards build across grade levels.

| | |
|---|--|
| <p>Grade 4 (2017 to 2024 SOL Numbering)</p> <ul style="list-style-type: none"> • 4.1→ 4.C.1, 4.C.2 • 4.2→ 4.C.2, 4.C.3 • 4.3→ 4.C.3, 4.C.4 • 4.4→ 4.RV.1, 4.5→ DSR, 4.RL.1, 4.RL.2, 4.RL.3 • 4.6→ DSR, 4.RL.1, 4.RL.2 • 4.7→ 4.W.1, 4.W.2, 4.W.3 • 4.8→ 4.W.3, 4.LU.1, 4.LU.2 • 4.9→ 4.R.1 | <p>Parameter Changes/Clarifications (2024 SOL)</p> <ul style="list-style-type: none"> • 4.DSR Addresses skills students need to practice reading fluently, purposefully, and build word and world knowledge. • 4.DSRA - Addresses skills in 4.5l and 4.6i from the 2017 Standards; adds specificity on automaticity, appropriate rate, and self-monitoring while reading. • 4.DSRC - Addresses skills in 4.5c, 4.5h, 4.6e; applies comprehension of what is read through discussion and writing utilizing skills such as supporting claims, drawing conclusions, and making inferences. |
| <p>Deletions from Grade 4 (2017 SOL)</p> <ul style="list-style-type: none"> • 4.6g- moved to Grade 1 • 4.8a- moved to Grade 2 • 4.8b- moved to Grade 2 • 4.8h- moved to Grade 2 | <p>Additions to Grade 4 (2024 SOL)</p> <ul style="list-style-type: none"> • 4.FFR.3-Focuses on students' phonic and word analysis • 4.FFR.3 A.-New standard for grade four-applies using knowledge of syllabication and syllable types to continue decoding and encoding words. |



This is a snapshot of the Grade 4 Crosswalk and Summary of Revisions. There are four quadrants – The 2017 SOL to the 2024 SOL Numbering, The Parameter Changes/Clarifications (2024 SOL), the Deletions from the grade level and the Additions to the Grade Level.

(Click1)- In the quadrant for the 2017 Numbering to the 2024 Numbering, you can see how the starting numbering is the 2017 Standards (Click 2) and then moves to the new 2024 Numbering. This allows you to easily see where the old standards can be found in the new structure of the 2024 standards.

Click 3- In the quadrant for the Parameter Changes/Clarification (2024 SOL)- You can find the New Strands and sub-strand Numbering, along with the standards.(Click 4) . You will see a short clarification for each sub-strand and below what skills are addressed in those standards.

Click 5- In the Deletion from the Grade Level, you will find 2017 Standards that are no longer addressed in this grade (Click 6). If the Standard was moved to a different grade level that will be listed, or if they are no longer reflected in the 2024 standards there will be a short explanation. (Click 7)

Click 8- In the Additions to the Grade level, you will see which standards are new to that grade level. If they were moved from another grade level in the 2017 standards, the grade level will be listed.

Foundations for Reading



Now, we'll dig deeper into the Standards and crosswalk by looking closer at each strand. Let's start with the Foundations for Reading.

| 2017 SOL | 2024 SOL |
|---|---|
| | <p>4.FFR.3 Phonics and Word Analysis The student will apply grade level phonics and word analysis skills to decode (read) unfamiliar words in grade level text.</p> <p>A. Use knowledge of syllabication and syllable types to decode and encode words.</p> <p>B. Use knowledge of morphology (suffixes, prefixes, root/base) to decode words.</p> <p>C. Read grade-level high-frequency words, including decodable and irregular words, with automaticity and accuracy.</p> |
| <p>Revisions:</p> <ul style="list-style-type: none"> • 4.FFR.3 A.-New standard for grade four-applies using knowledge of syllabication and syllable types to continue decoding and encoding words. • 4.FFR.3 B.-New standard for grade four-applies using knowledge of suffixes, prefixes, root/base to decode words. • 4.FFR.3 C.-New standard for grade four-applies reading grade-level high-frequency words-this includes decodable and irregular words with automaticity and accuracy. | |

Grade 4 Foundations for Reading 3 focuses on phonics and word analysis.

The addition of these standards was intentional to provide clarity and specificity for the grade level expectations in the application of advanced phonics and word analysis skills. By the end of fourth grade, students should be able to decode compound/multisyllabic grade level unfamiliar words using their understanding of all six syllable types, and morphology, (including suffixes, prefixes and root/base words).

Fourth grade students are also expected to be able to read grade-level high-frequency words. These words should include words that contain common patterns that can be decoded, as well as words with irregular patterns which must be taught and mapped into the student’s brain for automatic recognition.

Developing Skilled Readers and Building Reading Stamina



Now let's look at the new strand, Developing Skilled Readers and Building Reading Stamina.

The Developing Skilled Readers and Building Reading Stamina was added to emphasize skills and strategies use *within* content-rich complex text each time students engage with text, rather than *isolated* skill work.

This strand emphasizes that students should be reading challenging grade-level fiction, and nonfiction texts fluently, while learning vocabulary, writing, collaborating and researching in grade level complex text.

DSR Slide 1 of 2

| 2017 SOL | 2024 SOL |
|---|---|
| <p>4.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction texts, and poetry. c) Summarize events in the plot. h) Draw conclusions/make inferences about text using the text as support. 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> <p>4.6 The student will read and demonstrate comprehension of nonfiction texts. i) Read with fluency, accuracy, and meaningful expression.</p> | <p>4.DSR The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain worthwhile knowledge and vocabulary, and using reading strategies when comprehension breaks down.</p> <p>A. Read a variety of grade-level complex texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary (Reading Fluency, K-12).</p> <p>B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 4-5 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).</p> |

Revisions:

- 4.DSR A- Addresses skills in 4.5l and 4.6i from the 2017 Standards; adds specificity on automaticity, appropriate rate, and self-monitoring while reading.
- 4.DSR B- Added to reflect science-based reading research, adds specificity on grade-level text complexity.



The Grade 4 Strand of Developing Skilled Readers and Building Reading Stamina was added to increase overall rigor.

4.DSR A adds specificity in students expectations to read fluently (e.g. with accuracy, automaticity, appropriate rate and meaningful expression while self-monitoring) and purposefully, while building word knowledge and world knowledge in wide reading of challenging, content-rich texts.

4.DSR B has been added to reflect science based reading research, while also addressing text complexity levels to emphasize the range of texts students should be engaged in while reading literary and informational texts.

DSR Slide 2 of 2

| 2017 SOL | 2024 SOL |
|--|--|
| <p>4.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction texts, and poetry. c) Summarize events in the plot. h) Draw conclusions/make inferences about text using the text as support. 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> <p>4.6 The student will read and demonstrate comprehension of nonfiction texts. e) Draw conclusions and make inferences using textual information as support. h) Use reading strategies throughout the reading process to monitor comprehension.</p> | <p>C. When responding to texts through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).</p> <p>D. Regularly engage in reading a series of conceptually related texts or organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary K-12).</p> <p>E. Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to common organizational text structures, summarizing, asking questions of the text, and others (Reading Strategies 3-12).</p> <p>*Note: These standards will be applied when students are reading, writing, collaborating, and researching as described in the remaining standards.</p> |

Revisions:
 4.DSR C.- Addresses skills in 4.5c, 4.5h 4.6e; applies comprehension skills of what is read through discussion and writing utilizing skills such as claims, drawing, conclusions, and making inferences.
 4.DSR D.- Specifies building word knowledge by reading texts on the same topic or theme.
 4.DSR E.- Addresses skills in 4.5k and 4.6h from the 2017 Standards; specifies strategies such as noting organizational structures, summarizing, asking questions of the text.

Again, notice that the Grade 4 Strand of Developing Skilled Readers and Building Reading Stamina was added to emphasize the skills and strategies students use every time students engage with text through reading, writing, collaborating, and researching as described in the remaining standards. These standards can include, but are not limited to the organization of text structures, summarizing, and asking questions to help students “make sense” of the texts being read.

4.DSR combines 4.5c, 4.5h and 4.6e from the 2017 Standards and is focused on students responding to grade level texts through discussion and writing while supporting their work with textual evidence.

4.DSR.D specifies deep reading centered around topics and themes to build word knowledge. Texts within a theme should include a range of complexity so that students can read some of the texts independently, some with peers, and some with a modest level of support from the teacher.

4.DSR E – combines 4.5k and 4.6h from the 2017 Standards and specifies student engagement with reading strategies (e.g. sense-making strategies such as text structures, summarizing and asking questions) while engaged in the text to aid and self-monitor their comprehension.

Reading and Vocabulary

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A powerful way to support students' vocabulary development is through reading high quality, content rich texts. That is why Reading and Vocabulary were combined for this strand to allow student engagement with unfamiliar words while within the texts.

RV Slide 1 of 2

| 2017 SOL | 2024 SOL |
|--|--|
| <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.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. | <p>4.RV.1 Vocabulary Development and Word Analysis</p> <ul style="list-style-type: none">A. Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of texts relevant to a grade four topic or subject area.B. Discuss meanings of complex words and phrases acquired through conversations and literature.C. Determine the meaning of complex words using frequently occurring root words and inflectional affixes (e.g. -s, -ing, -ed).D. Use the context of a sentence to apply knowledge of homophones.E. Apply knowledge of morphology, synonyms, and antonyms to determine the meaning of complex words. |

Revisions:

- **4.RV.1- Focuses on students systematically building vocabulary from listening to texts, and discussions.**



The focus for Grade 4 Reading and Vocabulary 1, is for students to systematically build vocabulary from listening to, and reading grade level texts, as well as content texts, while participating in discussions.

The rigor of this standard has increased as more emphasis is placed on building word knowledge and being able to “own” the vocabulary words in conversations while discussing grade level literature.

RV Slide 2 of 2

| 2017 SOL | 2024 SOL |
|---|---|
| <p>4.4 The student will expand vocabulary when reading.</p> <p>a) Use context to clarify meanings of unfamiliar words.</p> <p>b) Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words.</p> <p>c) Use word-reference materials.</p> <p>d) Use vocabulary from other content areas.</p> <p>e) Develop and use general and specialized vocabulary through speaking, listening, reading, and writing.</p> | <p>F. Develop breadth of vocabulary knowledge by listening to and reading high quality, complex text.</p> <p>G. Distinguish shades of meaning among verbs and adjectives.</p> <p>H. Use strategies to infer word meanings.</p> <p>I. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>K. Use newly learned words and phrases in discussions and speaking activities.</p> |

Revisions:

- 4.RV.1 F.-New standard for grade four that specifically addresses developing breadth of vocabulary knowledge when reading complex texts.
- 4.RV.1 G.-New standard for grade four that applies understanding of shades of meaning or various degrees of verbs and adjectives.
- 4.RV.1 H.-New standard for grade four that applies the use of strategies learned to determine meanings of words.

As we continue to review the Reading and Vocabulary Strand 1 new standards are added which emphasize in-depth instruction focused on word knowledge, and word relationships found in word parts, word tenses, and word meanings. This instruction occurs in grade-level complex text, and focuses on unfamiliar words while reading, and discussing the text.

Reading Literary Text

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The Reading Literary Text Strand was developed to emphasize the skills necessary for reading and comprehending literary texts.

The 2024 Reading Literary Text strand has three substandards: Key Ideas and Plot Details, Craft and Style, and Integration of Concepts

| 2017 SOL | 2024 SOL |
|---|--|
| <p>4.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction texts, and poetry.</p> <p>a) Describe how the choice of language, setting, and characters contributes to the development of plot.</p> <p>b) Identify the theme(s).</p> <p>d) Identify genres.</p> <p>e) Identify the narrator of a story and the speaker of a poem.</p> <p>f) Identify the conflict and resolution.</p> <p>g) Identify sensory words.</p> <p>4.6 The student will read and demonstrate comprehension of nonfiction texts.</p> <p>e) Draw conclusions and make inferences using textual information as support.</p> <p>f) Distinguish between cause and effect.</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>4.RL.1 Key Ideas and Plot Details</p> <p>A. Summarize the theme of stories, dramas, or poetry, including the thematic topic (e.g., courage, loyalty, family) and how characters respond to challenges.</p> <p>B. Describe the central conflict and explain the resolution using an understanding of text structure and events from the plot as evidence.</p> <p>C. Analyze characters in-depth, drawing on specific details from the text, including their words, actions or a character's thoughts.</p> |
| <p>Revisions:</p> <ul style="list-style-type: none"> • 4.RL.1.A-New standard for grade four that applies summarization of theme/thematic topics and how characters respond to challenges. • 4.RL.1 B.-Addresses skills in 4.5f from the 2017 Standards; increases the rigor for grade four by applying understanding of text structure and plot events in the description. • 4.RL.1 C.-Addresses skills in 4.5a from the 2017 Standards; increases in rigor by applying analysis of characters using specific details about the characters in the text. | |

The focus for Grade 4 Reading Literary Texts 1 is for students to demonstrate understanding of key ideas and plot details in literary texts, including fantasy, humor, fables/fairy tales, realistic fiction, historical fiction, and folklore/tall tales, focusing on realistic fiction and historical fiction.

4.RL.1.A is a new standard that has been added to Grade 4. This standard wants students to understand and apply summarization of themes within grade level literary texts including challenges characters face within a thematic topic.

These standards increase the rigor of the 2017 English Standards of Learning by explicitly addressing certain details in the standards such as, understanding text structure, plot events, and character analysis within grade level texts.

| 2017 SOL | 2024 SOL |
|---|---|
| <p>4.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction texts, and poetry.</p> <p>a) Describe how the choice of language, setting, and characters contributes to the development of plot.</p> <p>b) Identify the theme(s).</p> <p>d) Identify genres.</p> <p>e) Identify the narrator of a story and the speaker of a poem.</p> <p>f) Identify the conflict and resolution.</p> <p>g) Identify sensory words.</p> <p>4.6 The student will read and demonstrate comprehension of nonfiction texts.</p> <p>e) Draw conclusions and make inferences using textual information as support.</p> <p>f) Distinguish between cause and effect.</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>5.5 The students will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.</p> <p>g) Differentiate between first and third person point-of-view.</p> | <p>4.RL.2 Craft and Style</p> <p>A. Determine how an author uses language (dialogue, sensory language, and dialect), characters, and settings to advance the plot.</p> <p>B. Identify the characteristics of different genres of literary texts (e.g., drama, poems, stories) and refer to the structural elements of each.</p> <p>C. Identify the narrator of a story and the speaker of a poem.</p> <p>D. Differentiate between first- and third-person point of view.</p> |
| <p>Revisions:</p> <ul style="list-style-type: none"> • 4.RL.2 A.-Addresses skills in 4.5a from the 2017 Standards. • 4.RL.2 B.-New standard for grade four that applies identification of characteristics of different genres such as drama, poems, and stories, referring the structural elements of each. • 4.RL.2 C- Addresses skills in 4.5e from the 2017 Standards. • 4.RL.2 D-I increases the rigor by addressing the skills from 5.5g in the 2017 Standards. | |

The focus for Grade 4 Reading Literary Texts 2 is for students to demonstrate understanding of Craft and Style in literary texts. In these standards students demonstrate an understanding of the language that the author is using such as dialogue, or sensory language to convey a message to the reader.

4.RL.2 B has been added for Grade 4 to help students understand and make reference to specific characteristics found within different genres, such as drama and poetry.

4.RL.2 D has been added to Grade 4 from Grade 5 and increases the rigor by requiring students to understand and be able to differentiate between first and third person point of view when reading literary texts.

RL.3 Slide 1 of 2

| 2017 SOL | 2024 SOL |
|---|---|
| <p>4.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction texts, and poetry.</p> <p>a) Describe how the choice of language, setting, and characters contributes to the development of plot.</p> <p>b) Identify the theme(s).</p> <p>c) Summarize events in the plot.</p> <p>d) Identify genres.</p> <p>e) Identify the narrator of a story and the speaker of a poem.</p> <p>f) Identify the conflict and resolution.</p> <p>g) Identify sensory words.</p> <p>4.6 The student will read and demonstrate comprehension of nonfiction texts.</p> <p>e) Draw conclusions and make inferences using textual information as support.</p> <p>f) Distinguish between cause and effect.</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>4.RL.3 Integration of Concepts</p> <p>A. Set a purpose for reading by activating prior (experience) and background (content) knowledge.</p> <p>B. Compare and contrast details in paired literary and informational nonfiction texts including their treatment of similar themes, topics, and patterns of events.</p> <p>C. Explain the overall structure of stories, poems, and plays and how each successive part builds on earlier sections.</p> |

Revisions:

- 4.RL.3 A-Added to reflect science-based reading research.
- 4.RL.3 B-Increases the rigor by providing specificity and extending to comparing and contrasting skills addressed in 4.5 b/c in stories in the 2017 Standards.

The focus for Grade 4 Reading Literary Texts 3 is for students to demonstrate understanding of Integration of Concepts in literary texts by making connections between and within literary texts. These new standards have been added to reflect current science-based reading research.

4.RL.3 B has been added to increase the rigor and provide specificity in comparing and contrasting details (e.g. similar themes, and topics, or patterns of events) in certain types of text (e.g. paired literary and informational nonfiction texts).

4.RL.3 C is a new standard for Grade 4 that has been moved from Grade 6. This standard provides skills in being able to explain the overall structure of stories, poems, and plays, and how each part of the literary texts builds on the prior section to advance the plot.

RL.3 Slide 2 of 2

| 2017 SOL | 2024 SOL |
|---|--|
| <p>6.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, and poetry.</p> <ul style="list-style-type: none">a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.c) Explain how an author uses character development to drive conflict and resolution.d) Differentiate between first and third person point-of-view.e) Describe how word choice and imagery contribute to the meaning of a text.h) Identify and analyze the author's use of figurative language.j) Identify transitional words and phrases that signal an author's organizational pattern. | <p>4.RL.3 Integration of Concepts</p> <ul style="list-style-type: none">A. Set a purpose for reading by activating prior (experience) and background (content) knowledge.B. Compare and contrast details in paired literary and informational nonfiction texts including their treatment of similar themes, topics, and patterns of events.C. Explain the overall structure of stories, poems, and plays and how each successive part builds on earlier sections. |

Revisions:

- 4.RL.3 C-New standard for grade four that addresses the skills from 6.5 in the 2017 standards.



4.RL.3 C is a new standard for Grade 4 that focuses on the skills addressed in Grade 6 – 2017 Standard 6.5 a-j. This standard provides details explaining the overall structure of stories, poems, and plays and how each part of the literary texts builds on the prior section to advance the plot. Take note of the different components from the 2017 6.5 standard that should be included in this standard when teaching students how each successive part builds in the text being read.

Reading Informational Text

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Now let's look at the standard focusing on Reading Informational Texts. This standard is focused on deepening and demonstrating comprehension in the understanding of complex informational text, textual elements, structures, and purposes.

This strand is organized into three substandards: Key Ideas and Confirming Details, Craft and Style, and Integration of Concepts. In the 2017 English Standards of Learning this strand focused on nonfiction reading.

| 2017 SOL | 2024 SOL |
|--|---|
| <p>4.6 The student will read and demonstrate comprehension of nonfiction texts.</p> <ul style="list-style-type: none"> 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. g) Distinguish between fact and opinion. | <p>4.RI.1 Key Ideas and Confirming Details</p> <ul style="list-style-type: none"> A. Summarize the main idea of multi-paragraph texts and the specific paragraphs within them, explaining how key details support the main ideas. B. Summarize events, procedures, ideas, or concepts in historical, scientific, or technical texts, including what happened and why. C. Distinguish between fact and opinion and explain how an author uses reasons and evidence to support opinions within texts. |

Revisions:

- 4.RI.1 A- Combines and increases the rigor by providing specificity around the skills addressed in 4.6c/d in the 2017 Standards
- 4.RI.1 B- Increases the rigor by providing specificity around the skills addressed in 4.6f in the 2017 Standards.
- 4.RI.1 C- Increases the rigor by providing specificity around the skills addressed in 4.6g in the 2017 Standards.



The Grade 4 Reading Informational Texts 1 sub-strand focuses on key ideas and confirming details found within informational texts. This substandard provides clarity around students using textual evidence in grade-level complex informational text to build and deepen their comprehension.

This substandard combines standards from the 2017 English Standards of Learning increasing rigor and providing specificity in the following: summarizing the main idea using evidence from the text, summarizing the events, including what happened and why, and explaining textual evidence that supports the author's opinion found within the text.

| 2017 SOL | 2024 SOL |
|--|---|
| <p>4.6 The student will read and demonstrate comprehension of nonfiction texts.</p> <ul style="list-style-type: none"> 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. g) Distinguish between fact and opinion. | <p>4.RI.2 Craft and Style</p> <ul style="list-style-type: none"> A. Explain how authors select an organizational pattern (e.g., cause/effect, comparison/contrast, problem/solution) using transitional words and phrases to support their purpose and a reader's understanding of the text. B. Apply knowledge of text features and search tools in multiple print and digital sources to locate and categorize information efficiently and gain meaning. C. Explain the author's purpose for writing, including what the author wants to answer, explain, or describe based on the connections between particular sentences and paragraphs. |
| <p>Revisions:</p> <ul style="list-style-type: none"> • 4.RI.2-A-Increased the rigor by adding and providing specificity for the skills address in 5.6e in the 2017 Standards. • 4.RI.2 B- Incre ases the rigor by providing specificity around the skills addressed in 4.6a in the 2017 Standards. • 4.RI.2 C- Provides specificity around the skills addressed in 4.6b in the 2017 Standards. | |

This Grade 4 Reading Informational Texts sub-strand focuses on Craft and Style. This sub-strand addresses how the author’s choice of vocabulary, text features, organizational pattern, language structures, and perspective are used to convey a message.

This sub-strand increases the rigor by providing specificity around the skills addressed in the 2017 English Standards of Learning.

4.RI.2 A - Students now have to explain how an author’s organizational patterns (e.g. cause/effect or problem/solution) supports their purpose and information they are relating to the reader within the texts.

4.RI.2 B – In the 2024 English Standards of Learning students use text features to predict and categorize information, as well as to gain meaning from categorization. The use of digital sources has also been added to this standard.

4.RI.2 C – Students must demonstrate a deeper understanding of the author’s purpose and reason for writing, and be able to explain.

| 2017 SOL | 2024 SOL |
|--|--|
| <p>4.6 The student will read and demonstrate comprehension of nonfiction texts.</p> <ul style="list-style-type: none"> 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. g) Distinguish between fact and opinion. | <p>4.RI.3 Integration of Concepts</p> <ul style="list-style-type: none"> A. Use prior (experience) and background (content) knowledge as context for new learning. B. Compare and contrast multiple accounts of the same event or topic and describe the differences in focus and the information provided. C. Describe the relationships between a series of historical events, scientific concepts, or steps in technical procedures in texts using words that pertain to comparison, sequence, or cause and effect. |

Revisions:

4.RI.3 B- Added to reflect science-based reading research.

4.RI.3 B- Added to increase the rigor by having students analyze multiple accounts of the same event of topic, noting similarities and differences.

4.RI.3 C- Added to increase the rigor of 4.6f by having students determine the author's purpose and describe how the author's perspective influences the meaning of the text.



The Grade 4 Reading Informational Texts 3 sub-strand focuses on making connections between and within informational texts. It addresses how interactions between specific sentences, paragraphs, or sections contribute to the development of ideas and showcase an author's perspective.

4.RI.3 B reflects science-based reading research and was added to increase the rigor by students demonstrating how multiple texts can be use to compare, contrast and describe differences within and between texts being read.

4.RI.3 C – Increases the rigor by having students not only distinguish between cause and effect, but also demonstrate an understanding of the relationships (e.g. between historical events, or scientific concepts) that pertain to the cause and effect.

Foundations for Writing

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The Foundations for Writing Strand is new to the 2024 English Standards of Learning and is divided into two substandards. These standards focus on the foundational, transcription skills that students must have in order to effectively and efficiently communicate their ideas through writing.

| 2017 SOL | 2024 SOL |
|---|---|
| | <p>4.FFW The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.</p> <p>4.FFW.1 Handwriting</p> <ul style="list-style-type: none"> A. Maintain legible printing. B. Maintain legible cursive. C. Sign first and last names. |
| <p>Revisions: 4.FFW.1- Focuses on students' ability to print and use cursive legibly. 4.FFW.1 A/B/C- Added to highlight the importance of students' maintaining legible handwriting.</p> | |

The Grade 4 Foundations for Writing 1 Handwriting sub-strand focuses on a students' ability to print and use cursive legibly, and be able to sign their first and last names.

These standards have been added to highlight the importance of maintaining legible handwriting.

| 2017 SOL | 2024 SOL |
|---|---|
| | <p>4.FFW.2 Spelling</p> <ul style="list-style-type: none"> A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to spell accurately. B. Use phoneme-grapheme (sound/symbol) correspondences to decode (read) and encode (spell) grade-level high frequency words with automaticity and accuracy. C. Write grade-level high-frequency words, including decodable and irregular words, with automaticity and accuracy. |
| <p>Revisions: 4.FFW.2 A/B Increased the rigor and provides specification for the spelling expectations for students.</p> | |

The Grade 4 Foundations for Writing 2 Spelling sub-strand focuses on the grade level expectation for spelling.

The 2024 English Standards of Learning for Spelling expand and offer clarity around the expectations for which phonics features Grade 4 students are expected to use when spelling words.

In Grade 4, FFW.2 the rigor is increased with the expectations for encoding (spelling) to align with the expectations for decoding (reading), therefore students in fourth grade should be able to encode and decode words from all syllables types including words with morphology (e.g. roots and affixes). This was done because of the reciprocal nature of encoding and decoding to build word recognition knowledge for students.

Writing

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Now we'll dig deeper into the standards focusing on Writing. This strand is organized into three substandards: Modes and Purposes of Writing, Organization and Composition, and Usage and Mechanics. The Grammar and Usage section which was a part of the 2017 English Standards of Learning has been moved to the 2024 Language Usage strand.

| 2017 SOL | 2024 SOL |
|---|--|
| <p>4.7 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.</p> <p>e) Recognize different forms of writing have different patterns of organization.</p> <p>j) Express an opinion about a topic and provide fact-based reasons for support.</p> | <p>4.W.1 Modes and Purposes for Writing</p> <p>A. Recognize different forms of writing (narrative, expository, and persuasive) have distinctive patterns of organization to support their purpose.</p> <p>B. Write personal or fictional narratives that are logically organized around a problem or experience.</p> <p>C. Write expository texts to examine a topic that develops the focus with facts, details, or other information and uses linking words to connect ideas.</p> <p>D. Write persuasive pieces on topics or texts that express a clear opinion supported by facts, details, and reasons.</p> <p>E. Write in response to text(s) read (including summaries, reflections and descriptions) to demonstrate thinking with details, examples, and other evidence from the text, using linking words to connect ideas.</p> |
| <p>Revisions:</p> <ul style="list-style-type: none"> • 4.W.1 A- Increases the rigor by providing specificity around the skills addressed in 4.7e. • 4.W.1 B-New standard that specifies organizing personal or fictional narratives using event sequences. • 4.W.1 C-New standard that specifies writing explanatory texts that develops with facts and details. • 4.W.1 D- New standard that specifies writing persuasive texts using facts and reasons. Increases the rigor for the skills addressed in 4.7j in the 2017 Standards. • 4.W.1 E-New standard that applies writing knowledge to response to what is read/heard; including details from the text for support. | |

The Grade 4 Writing 1 sub-strand focuses on students’ ability to write in a variety of forms including narratives, explanatory, and persuasive about topics, or texts, as well as reflectively in response to texts.

This sub-strand provides specificity in the expectation that writing will be “linked to grade four content and texts”, therefore reading and writing will be connected within texts being read to give purpose for writing which is further explained in 4.W.1 E.

While 4.W.1 A increases the rigor focused on students being able to recognize different forms of writing, 4.W.1 B/C/D have been added as new standards to provide specific details focused on each type of writing required in Grade 4 (e.g. 4.W.1 B – Write personal and narratives that are logically organized around a problem or experience.).

4.W.1.E is also a new standard focused on students applying their writing knowledge in their response to what is being read, or heard. Students should be able to respond using details from the text to support their answers.

| 2017 SOL | 2024 SOL |
|--|--|
| <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. 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. l) Utilize elements of style, including word choice and sentence variation. | <p>4.W.2 Organization and Composition</p> <ul style="list-style-type: none"> A. Engage in writing as a process to compose well developed paragraphs. This includes: <ul style="list-style-type: none"> i. Providing an introduction that includes a clear topic sentence that connects to the central idea. ii. Developing, selecting, and organizing ideas relevant to the topic, purpose, and genre using precise language and topic-specific words and phrases, descriptive details, and sensory language. iii. Using transition words and prepositional phrases to vary sentence structure and link sentences. iv. Providing a concluding statement or section. |

Revisions:

- 4.W.2 A-Addresses skills from 4.7 a/h in the 2017 Standards.
- 4.W.2 A i- Increases the rigor by providing specificity for the skills addressed in 4.7c/f/g in the 2017 Standards.
- 4.W.2 A ii- Increases the rigor by providing specificity for the skills addressed in 4.7b in the 2017 Standards.
- 4.W.2 A iii- Combines to increase the rigor by providing specificity for the skills addressed in 4.7j/l in the 2017 Standards.
- 4.W.2 A iv- New standard that highlights the importance of providing a concluding statement or section.

The Grade 4 Writing 2 sub-strand focuses on students’ writing organization and composition skills while increasing the rigor of this strand. This sub-strand contains the specific skills that are part of the recursive writing process, such as planning, drafting, revising, and editing when writing multi-paragraph texts.

This sub-strand provides explicit information on how students should engage in writing as a process to generate and compose well developed paragraphs containing a clear topic sentence centered on a central idea. Students should be attentive to precise language used when writing, as well as varying their usage of sentences structures through the use of transition words, and prepositional phrases.

4.W.2 A iv. is a new fourth grade standard which highlights the importance of ending a writing composition with a concluding statement, or section.

| 2017 SOL | 2024 SOL |
|--|---|
| <p>4.7 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.</p> <p>i) Elaborate writing by including details to support the purpose. m) Revise writing for clarity of content using specific vocabulary and information.</p> <p>4.8 The student will self- and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English.</p> <p>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 quotations marks with dialogue. g) Use correct spelling including common homophones. h) Use singular possessives.</p> | <p>4.W.3 Usage and Mechanics</p> <p>A. With guidance and support from peers and adults, develop and strengthen writing as needed by revising for quality of ideas, organization, sentence fluency, and word choice. B. Self- and peer-edit the writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).</p> |
| <p>Revisions:</p> <ul style="list-style-type: none"> • 4.W.3 A- Increases the rigor by providing specificity for the skills addressed in 4.7 i/m in the 2017 Standards. • 4.W.3 B- Increases the rigor by providing specificity for the skills addressed in 4.8 in the 2017 Standards.  | |

The Grade 4 Writing 3 sub-strand focuses on usage and mechanics. This section addresses students’ revising and editing skills. In 2017, Grammar and Usage was part of the Writing strand. It has been moved to 2024 Language Usage. Note 4.W.3 B – See Language Usage for grade level expectations.

This sub-strand increases the rigor of usage and mechanics for students in Grade 4, which specifically addresses quality of idea, organization, sentence fluency, and word choice.

Language Usage



The Language Usage Strand is new to the 2024 English Standards of Learning and is divided into two substandards: Grammar and Mechanics. These standards reflect the reciprocal nature of speaking and writing. These standards focus on students' use of language when communicating their ideas both orally and in writing. There have been many new standards, as well as an increase in rigor added to this strand across grade levels.

| 2017 SOL | 2024 SOL |
|---|--|
| <p>4.8 The student will self- and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English.</p> <p>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 quotations marks with dialogue. g) Use correct spelling including common homophones. h) Use singular possessives.</p> <p>5.8 The student will self-edit and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English</p> <p>k) Use coordinating conjunctions.</p> | <p>4.LU.1 Grammar</p> <p>A. Produce, expand, and rearrange simple and compound sentences, including prepositional phrases, when speaking and writing. B. Use coordinating (e.g., and, but), subordinating (e.g., although, because) conjunctions to join words and phrases in a sentence. C. Use adjectives to compare and describe noun or noun phrases with specificity when speaking and writing. D. Use modal words (e.g., can, may, must) to convey various conditions when speaking and writing. E. Use standard subject-verb agreement when speaking and writing. F. Use standard noun-pronoun agreement when speaking and writing.</p> |
| <p>Revisions:</p> <ul style="list-style-type: none"> • 4.LU.1 A- Increases the rigor by providing specificity for the sentence structure students will use. This adds specificity for the skills addressed in 4.8 in the 2017 Standards. • 4.LU.1B- New standard for grade four, this provide specificity for the skills addressed in 5.8k in the 2017 Standards. • 4.LU.1 C- Incre ases the rigor by providing specificity for the skills addressed in 4.8e in the 2017 Standards. • 4.LU.1 D- New standard for grade four. This adds specificity for the use of modal words. • 4.LU.1 E- Addresses skills in 4.8a in the 2017 Standards • 4.LU.1 F- Addresses skills in 4.8e in the 2017 Standards | |

The Grade 4 Language Usage 1 focuses on students’ use of grammar when speaking and writing, and is divided into two substandards: Grammar and Mechanics. The 2024 standards increases in rigor and specificity to provide additional instructions for teachers in understanding the grade level expectations.

4.LU.1 A specifies sentences structure related to simple and compound sentences.

4.LU.1 B moves from Grade 5 and provides specificity regarding coordinating and subordinating conjunctions.

4.LU.1 C provides specificity regarding the use of adjectives to compare and describe nouns.

4.LU 1 D is a new standard for Grade 4 and addresses the use of modal words (e.g. verbs such as can, may, must used along with the main verb – “you must leave”).

4.LU 1 E/F specifies subject-verb agreement and noun-pronoun agreement when speaking and writing.

| 2017 SOL | 2024 SOL |
|---|---|
| <p>4.8 The student will self- and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English.</p> <p>a) Use subject-verb agreement. b) Eliminate double negatives. c) Use noun-pronoun agreement. Use commas in series, dates, and addresses.</p> <p>3.9 The student will edit writing for capitalization, punctuation, spelling, and Standard English.</p> <p>h) Use apostrophes in contractions with pronouns and in possessives.</p> | <p>4.LU.2 Mechanics</p> <p>A. Use commas in series, dates, addresses, and letters in writing. B. Use commas and quotation marks to indicate dialogue in writing. C. Use apostrophes to form contractions and to show possession in writing. D. Use conventional spelling for high-frequency and other studied words and grade level word analysis knowledge. E. Consult reference materials to check and correct spelling.</p> |

Revisions:

- 4.LU.2 A- Addresses skills in 4.8d in the 2017 Standards
- 4.LU.2 B- Provides specificity for the skills addressed in 4.8f in the 2017 Standards.
- 4.LU.2 C- New standards for grade four. This addresses the skills from 3.9H in the 2017 Standards.
- 4.LU.2 D- Added to reflect science-based reading research.
- 4.LU.2 E- Added to address the importance of using reference materials to check and correct spelling.

The Grade 4 Language Usage 2 substandard focuses on grade level expectations for students’ mechanics in writing. This section contains the punctuation and spelling expectations for the grade level that support readability for comprehension.

This standard reflects science-based reading research and provides specificity of the 2017 4.8 standards in regards to technical conventions such as commas in a series, and the addition of apostrophes in contractions with pronouns and possessives, which was moved from the Grade 3 of the 2017 3.9h standard.

This standard also includes 4.LU.2 E which addresses the use of reference materials to check students' spelling.

Communications and Multimodal Literacies

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We'll now dig deeper into the Communication and Multimodal Literacies Strand. This strand is about developing effective oral communication and collaboration skills. It is divided into four substandards: Communication; Listening and Collaboration; Speaking and Presentation of Ideas; Integrating Multimodal Literacies; and Examining Media Messages.

| 2017 SOL | 2024 SOL |
|--|---|
| <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. 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. | <p>4.C.1 Communication, Listening, and Collaboration</p> <p>A. Participate in a range of sustained collaborative discussions with diverse partners on grade four topics and texts. This includes:</p> <ul style="list-style-type: none"> i. Listening actively and speaking using agreed upon discussion rules. ii. Respectfully building on others' ideas and clearly expressing their own. iii. Asking and answering specific questions to clarify concepts, share, or follow up on information, make connections, and confirm new understanding(s). iv. Using evidence, examples, or details to support opinions and conclusions. v. Actively engaging throughout the collaboration. |

Revisions:

- 4.C.1 A- Provides specificity for the skills addressed in 4.1 in the 2017 Standards.
- 4.C.1 A i- Addresses skills in 4.1 a in the 2017 Standards
- 4.C.1 A ii- Addresses skills in 4.1 f/i in the 2017 Standards.
- 4.C.1 A iii- Addresses and adds specificity for the skills addressed in 4.1 d in the 2017 Standards.
- 4.C.1 A iv- Provides specificity for the skills addressed in 4.1 e/g in the 2017 Standards.
- 4.C.1 A v- Combines skills addressed in 4.1 a/h in the 2017 Standards.



Grade 4 Communication 1 focuses on students building skills around communication, listening, and collaboration.

This section provides clarity on how students should participate in discussion on grade four topics and texts, while collaborating with diverse partners. It addresses students being respectful of others when actively engaged in listening and speaking with peers.

| 2017 SOL | 2024 SOL |
|--|--|
| <p>4.1 The student will use effective oral communication skills in a variety of settings. c) Orally summarize information expressing ideas clearly.</p> <p>4.2 The student will create and deliver multimodal, interactive presentations. 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</p> | <p>4.C.2 Speaking and Presentation of Ideas A. Report orally on a topic or text, tell a story, or recount an experience in an organized manner. This includes: i. Using descriptive details and appropriate facts to support themes or central ideas. ii. Speaking audibly with appropriate pacing, prosody, and voice level. iii. Using language (formal or informal) and style as appropriate to the audience, topic, or purpose. iv. Encouraging audience participation through planned interactions (e.g., questioning, discussion, gathered responses, and movement).</p> |

- Revisions:**
- 4.C.2 A - Provides specificity for the skills addressed in 4.1c
 - 4.C.2 A i- I increases the rigor by expanding and providing specificity for the skills addressed in 4.1e in the 2017 Standards.
 - 4.C.2 A ii- Provides specificity for the skills addressed in 4.2b in the 2017 Standards.
 - 4.C.2 A iii- Provides specificity for the skills addressed in 4.2c in the 2017 Standard.
 - 4.C.2 A iv- Combines and provides specificity for the skills addressed in 4.2d/e in the 2017 Standards.



Grade 4 Communication 2 focuses on students building skills around speaking and presentation of ideas. It contains skills associated with students expectations when reporting on a topic or presenting their opinion.

Take note that 2017 Standard 4.1c has moved into the Speaking and Presentation of Ideas strand and focuses on orally summarizing and expressing ideas clearly.

| 2017 SOL | 2024 SOL |
|--|--|
| <p>4.2 The student will create and deliver multimodal, interactive presentations.</p> <ol style="list-style-type: none"> Locate, organize, and analyze information from a variety of multimodal texts. Speak audibly with 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. <p>4.3 The student will learn how media messages are constructed and for what purposes.</p> <ol style="list-style-type: none"> 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. | <p>4.C.3 Integrating Multimodal Literacies</p> <ol style="list-style-type: none"> Select, organize, and create engaging presentations that include multimedia components and visual displays. Strategically use two or more interdependent modes of communication to convey the intended message and enhance the development of main ideas or themes. |
| <p>Revisions:</p> <ul style="list-style-type: none"> 4.C.3 A- Provides specificity for the skills addressed in 4.2 and 4.3 in the 2017 Standards. 4.C.3 B- Added to increase rigor by adding specificity for students' use of 2 modes of communication to convey and enhance their intended message. | |

Grade 4 Communication 3 focuses on students use of multimodal tools in presentations. Students are taught to use multimodal tools to craft and publish media messages for various audiences.

This standard adds specificity to 4.2 and 4.3 from the 2017 English Standards and increases rigor to the grade level expectation. It focuses on students using two modes of communication to convey and enhance the message they are trying to convey to their audience.

| 2017 SOL | 2024 SOL |
|---|--|
| <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>4.C.4 Examining Media Messages</p> <p>A. Differentiate between auditory, visual, and written media messages (e.g., videos, podcasts, print advertisements) and their purposes (to explain, to inform, to persuade).</p> <p>B. Compare and contrast how ideas and topics are depicted (e.g., animation, famous images and words, music and sound, photo-editing) in a variety of media and formats.</p> |
| <p>Revisions:</p> <p>4.C.4 A- Provides specificity for the skills addressed in 4.3a in the 2017 Standards.</p> <p>4.C.4 B- Provides specificity for the skills addressed in 4.3b in the 2017 Standards.</p> | |

Grade 4 Communication 4 focuses on students examining media messages. This standard contains skills associated with interpreting and explaining the characteristics, information, and the impact of media messages on their intended audience.

Research



Let's finish by looking at the Research Strand. This strand solely focuses on conducting research while reading related texts for a variety of purposes. This strand is organized in one category: Evaluation and Synthesis of Information.

| 2017 SOL | 2024 SOL |
|---|--|
| <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>4.R.1 Evaluation and Synthesis of Information</p> <ul style="list-style-type: none"> A. Construct and formulate questions about a topic. B. Identify search terms to locate information on the topic and gather relevant information from various print and digital sources. C. Organize and synthesize information from the print and digital resources determining the relevance and reliability of the information gathered. D. Develop notes that include important concept, summaries, and identification of information sources. E. Organize and share information orally, in writing, or through visual display. F. Avoid plagiarism and give proper credit by providing citations whenever using another person's media, facts, ideas, graphics, music, and direct quotations. |
| <p>Revisions:</p> <ul style="list-style-type: none"> • 4.R.1 A- Addresses skills from 4.9a in the 2017 Standards • 4.R.1 B/C- Increases the rigor by providing specificity for the skills addressed in 4.9b/c/f in the 2017 Standards. • 4.R.1 D- Provides specificity for the skills addressed in 4.9b in the 2017 Standards. • 4.R.1 F- Addresses and provides specificity for the skills addressed in 4.9d. • 4.R.1 E- Added to increase the rigor by adding specificity of students sharing of information in various modes such as orally, writing, or visual display. | |

Grade 4 Research focuses on students learning to conduct research to build knowledge and/or solve problems.

Rigor is enhanced in this strand as students are encouraged to formulate questions, evaluate the validity and reliability of their research from various sources, and apply it in their own writing, and responses to texts read. In addition, 4.R.1 E specifies that students will share their findings orally, in writing, and through visual display.

BEST IN CLASS- STANDARDS OF LEARNING

- The revisions made in the 2024 *English Standards of Learning* will raise academic expectations for students and schools and provide a clear and vertically coherent set of expectations to educators and families.
- A focus on Developing Skilled Readers and Building Reading Stamina will ensure that every student is equipped access to educational experience that prepare them for their postsecondary opportunities.
- Clear and coherent academic standards allow for common expectations of mastery for students, families, school staff, and assessment designers.

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The 2024 English Standards of Learning will raise academic expectations for students and schools. They are designed to provide a clear and vertically coherent set of skills that spiral up and increase in depth as students progress through K-12.

The development and focus on Developing Skilled Readers and Building Reading Stamina will ensure that every students is equipped with access to educational experiences that prepare them for their postsecondary opportunities.

The 2024 English Standards of Learning offer clear and cohesive academic standards that allow for common experiences and expectations across the commonwealth.

Questions?

Reach out to the VDOE
English Team

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Additional supports around the 2024 English Standards of Learning will be provided throughout the spring and summer of 2024. If you have questions, please reach out to the VDOE English Team.