4th Grade

Reading:

1Q:

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| --- | --- |
| **The Lost Lake** | **2 Weeks** |
| **Amelia’s Road** | **2 Weeks** |
| **Justin and the World’s Best Biscuits**  | **2 Weeks** |
| **Stone Fox** | **3 Weeks** |
| *Total:* | *9 Weeks*  |

Standards:

Reading:

1. Refer to details and examples in a text when

explaining what the text says explicitly and when

drawing inferences from the text.

2. Compare and contrast the point of view from which

different stories are narrated, including the difference

between first- and third-person narrations.

3. Determine the meaning of general academic

and domain-specific words or phrases in a text

relevant to a *grade 4 topic or subject area*.

4. Describe the overall structure (e.g., chronology,

comparison, cause/effect, problem/solution) of

events, ideas, concepts, or information in a text

or part of a text.

5. Compare and contrast a firsthand and

secondhand account of the same event or

topic; describe the differences in focus and the

information provided.

**Assessment:**

-Chapter questions

-Book test

-Classroom projects

2Q:

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| --- | --- |
| **Leah’s Pony** | **2 Weeks** |
| **Just a Dream** | **2 Weeks** |
| **The Hat Maker**  | **2 Weeks** |
| **Bunnicula** | **3 Weeks** |
| *Total:* | *9 Weeks*  |

3Q:

|  |  |
| --- | --- |
| **Cinderella Story** | **2 Weeks** |
| **Meet the Underwater** | **2 Weeks** |
| **Guinea Pig**  | **2 Weeks** |
| **Lion, Witch, and Wardrobe**  | **3 Weeks** |
| *Total:* | *9 Weeks*  |

4Q:

|  |  |
| --- | --- |
| **Teammates** | **2 Weeks** |
| **The Toothpaste Millionaire** | **2 Weeks** |
| **The Cay** | **3 Weeks** |
| *Total:* | *7 Weeks*  |

Math

1Q:

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| --- | --- |
| **Chapter 1 and 2.3** | **3 Weeks** |
| **Chapter 3** | **3 Weeks** |
| **Chapter 4**  | **3 Weeks** |
| *Total:* | *9 Weeks*  |

**Generalize place value understanding for multi-digit whole numbers.**

1. Recognize that in a multi-digit whole number, a digit in one place

represents ten times what it represents in the place to its right. *For*

*example, recognize that 700 ÷ 70 = 10 by applying concepts of place value*

*and division.*

2. Read and write multi-digit whole numbers using base-ten numerals,

number names, and expanded form. Compare two multi-digit numbers

based on meanings of the digits in each place, using >, =, and <

symbols to record the results of comparisons.

3. Use place value understanding to round multi-digit whole numbers to

any place.

**Use place value understanding and properties of operations to**

**perform multi-digit arithmetic.**

4. Fluently add and subtract multi-digit whole numbers using the

standard algorithm.

5. Multiply a whole number of up to four digits by a one-digit whole

number, and multiply two two-digit numbers, using strategies based

on place value and the properties of operations. Illustrate and explain

the calculation

**Gain familiarity with factors and multiples.**

4. Find all factor pairs for a whole number in the range 1–100. Recognize

that a whole number is a multiple of each of its factors. Determine

whether a given whole number in the range 1–100 is a multiple of a

given one-digit number. Determine whether a given whole number in

the range 1–100 is prime or composite.

**Assessment:**

-Chapter test

-worksheets

2Q:

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| --- | --- |
| **Chapter 5** | **3 Weeks** |
| **Multiplication and Prime factors**  | **3 Weeks** |
| **Measurement**  | **3Weeks** |
| *Total:* | *9 Weeks*  |

3Q:

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| --- | --- |
| **Fractions** | **4 Weeks** |
| **Geometry**  | **4 Weeks** |
| *Total:* | *8 Weeks*  |

4Q:

|  |  |
| --- | --- |
| **Division**  | **4 Weeks** |
| **Decimals** | **4Weeks** |
| *Total:* | *9 Weeks*  |

Social Studies:

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| --- | --- |
| **Unit 1** | **1st Q –Chapter test and worksheets** |
| **Unit 2 and 3** | **2nd Q** |
| **Unit 4** | **3rd Q** |
| **Unit 4 and 6** | **4th Q** |

Science:

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| --- | --- |
| **Unit A** | **1st Q-Chapter tests, labs, and worksheets** |
| **Unit B** | **2nd Q** |
| **Unit C&D** | **3rd Q** |
| **Unit Human body and Health** | **4th Q** |

Writing:

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| --- | --- |
| **Narrative /Grammar** | **1st Q** |
| **Opinion /Grammar** | **2nd Q** |
| **Explanatory /Grammar** | **3rd Q** |
| **Short research/Grammar** | **4th Q** |

Write narratives to develop real or imagined

experiences or events using effective technique,

descriptive details, and clear event sequences.

a. Orient the reader by establishing a

situationand introducing a narrator and/or

characters; organize an event sequence that

unfolds naturally.

b. Use dialogue and description to develop

experiences and events or show the responses

of characters to situations.

c. Use a variety of transitional words and phrases

to manage the sequence of events.

d. Use concrete words and phrases and sensory

details to convey experiences and events

precisely.

e. Provide a conclusion that follows from the

narrated experiences or events.

Produce clear and coherent writing in which the

development and organization are appropriate

to task, purpose, and audience. (Grade-specific

expectations for writing types are defined in

standards 1–3 above.)

With guidance and support from peers and

adults, develop and strengthen writing as needed

by planning, revising, and editing. (Editing for

conventions should demonstrate command of

Language standards 1–3 up to and including

grade 4 on pages 28 and 29.)

With some guidance and support from adults,

use technology, including the Internet, to

produce and publish writing as well as to interact

and collaborate with others; demonstrate

sufficient command of keyboarding skills to type

a minimum of one page in a single sitting.

Demonstrate command of the conventions of

standard English grammar and usage when

writing or speaking.

a. Use relative pronouns (*who, whose, whom,*

*which, that*) and relative adverbs (*where,*

*when, why*).

b. Form and use the progressive (e.g.*, I was*

*walking; I am walking; I will be walking*) verb

tenses.

c. Use modal auxiliaries (e.g., *can, may, must*) to

convey various conditions.

d. Order adjectives within sentences according

to conventional patterns (e.g., *a small red bag*

rather than *a red small bag*).

e. Form and use prepositional phrases.

f. Produce complete sentences, recognizing

and correcting inappropriate fragments and

run-ons.\*

g. Correctly use frequently confused words (e.g.,

*to, too, two; there, their*).\*

Demonstrate command of the conventions of

standard English capitalization, punctuation, and

spelling when writing.

a. Use correct capitalization.

b. Use commas and quotation marks to mark

direct speech and quotations from a text.

c. Use a comma before a coordinating

conjunction in a compound sentence.

d. Spell grade-appropriate words correctly,

consulting references as needed.