1Q:

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| **R****E****A****D****I****N****G****S****T****A****N****D****A****R****D****S** |  | -Refer to details and examples in a text whenexplaining what the text says explicitly and whendrawing inferences from the text.**-**Describe in depth a character, setting, or eventin a story or drama, drawing on specific detailsin the text (e.g., a character’s thoughts, words, oractions).-Determine the meaning of words and phrasesas they are used in a text, including thosethat allude to significant characters found inmythology (e.g., Herculean).-Make connections between the text of a storyor drama and a visual or oral presentation ofthe text, identifying where each version reflectsspecific descriptions and directions in the text.-Compare and contrast the treatment of similarthemes and topics (e.g., opposition of good andevil) and patterns of events (e.g., the quest) instories, myths, and traditional literature fromdifferent cultures.-Refer to details and examples in a text whenexplaining what the text says explicitly and whendrawing inferences from the text.-Determine the main idea of a text and explainhow it is supported by key details; summarize thetext.-Explain events, procedures, ideas, or concepts ina historical, scientific, or technical text, includingwhat happened and why, based on specificinformation in the text.-Determine the meaning of general academicand domain-specific words or phrases in a textrelevant to a *grade 4 topic or subject area*.-Describe the overall structure (e.g., chronology,comparison, cause/effect, problem/solution) ofevents, ideas, concepts, or information in a textor part of a text.-Interpret information presented visually, orally, orquantitatively (e.g., in charts, graphs, diagrams,time lines, animations, or interactive elementson Web pages) and explain how the informationcontributes to an understanding of the text inwhich it appears.-By the end of year, read and comprehendinformational texts, including history/social studies,science, and technical texts, in the grades 4–5 textcomplexity band proficiently, with scaffolding asneeded at the high end of the range.-Know and apply grade-level phonics and wordanalysis skills in decoding words.a. Use combined knowledge of all letter-soundcorrespondences, syllabication patterns, andmorphology (e.g., roots and affixes) to readaccurately unfamiliar multisyllabic words incontext and out of context.-Read with sufficient accuracy and fluency tosupport comprehension.a. Read on-level text with purpose andunderstanding.b. Read on-level prose and poetry orally withaccuracy, appropriate rate, and expression onsuccessive readings.c. Use context to confirm or self-correct wordrecognition |
| **The lost Lake**  | **2 Weeks** |
| **Amelia’s Road** | **2 Weeks** |
| **Justin and the World’s Best Biscuits**  | **2 Weeks** |
| **Stone Fox** | **3 Weeks** |

2Q:

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| **R****E****A****D****I****N****G****S****T****A****N****D****A****R****D****S** |  | **-**Refer to details and examples in a text whenexplaining what the text says explicitly and whendrawing inferences from the text.-Describe in depth a character, setting, or eventin a story or drama, drawing on specific detailsin the text (e.g., a character’s thoughts, words, oractions).-Determine the meaning of words and phrasesas they are used in a text, including thosethat allude to significant characters found inmythology (e.g., Herculean).-Compare and contrast the treatment of similarthemes and topics (e.g., opposition of good andevil) and patterns of events (e.g., the quest) instories, myths, and traditional literature fromdifferent cultures.-Refer to details and examples in a text whenexplaining what the text says explicitly and whendrawing inferences from the text.-Explain events, procedures, ideas, or concepts ina historical, scientific, or technical text, includingwhat happened and why, based on specificinformation in the text.-Determine the meaning of general academicand domain-specific words or phrases in a textrelevant to a *grade 4 topic or subject area*.-Describe the overall structure (e.g., chronology,comparison, cause/effect, problem/solution) ofevents, ideas, concepts, or information in a textor part of a text.-Compare and contrast a firsthand andsecondhand account of the same event ortopic; describe the differences in focus and theinformation provided.-Interpret information presented visually, orally, orquantitatively (e.g., in charts, graphs, diagrams,time lines, animations, or interactive elementson Web pages) and explain how the informationcontributes to an understanding of the text inwhich it appears.-Explain how an author uses reasons and evidenceto support particular points in a text.By the end of year, read and comprehendinformational texts, including history/social studies,science, and technical texts, in the grades 4–5 textcomplexity band proficiently, with scaffolding asneeded at the high end of the range.-Know and apply grade-level phonics and wordanalysis skills in decoding words.a. Use combined knowledge of all letter-soundcorrespondences, syllabication patterns, andmorphology (e.g., roots and affixes) to readaccurately unfamiliar multisyllabic words incontext and out of context.-Read with sufficient accuracy and fluency tosupport comprehension.a. Read on-level text with purpose andunderstanding.b. Read on-level prose and poetry orally withaccuracy, appropriate rate, and expression onsuccessive readings.c. Use context to confirm or self-correct wordrecognition |
| **Leah’s Pony** | **2 Weeks** |
| **Just a Dream** | **2 Weeks** |
| **The Hat Maker**  | **2 Weeks** |
| **Bunnicula** | **3 Weeks** |
| *Total:* | *9 Weeks*  |

3Q:

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| **R****E****A****D****I****N****G****S****T****A****N****D****A****R****D****S** |  | **-**Refer to details and examples in a text whenexplaining what the text says explicitly and when drawing inferences from the text.-Determine a theme of a story, drama, or poemfrom details in the text; summarize the text.-Describe in depth a character, setting, or eventin a story or drama, drawing on specific detailsin the text (e.g., a character’s thoughts, words, oractions).-Determine the meaning of words and phrasesas they are used in a text, including thosethat allude to significant characters found inmythology (e.g., Herculean).-Explain major differences between poems,drama, and prose, and refer to the structuralelements of poems (e.g., verse, rhythm, meter)and drama (e.g., casts of characters, settings,descriptions, dialogue, stage directions) whenwriting or speaking about a text.-Compare and contrast the treatment of similarthemes and topics (e.g., opposition of good andevil) and patterns of events (e.g., the quest) instories, myths, and traditional literature fromdifferent cultures.-Refer to details and examples in a text whenexplaining what the text says explicitly and whendrawing inferences from the text.-Determine the main idea of a text and explainhow it is supported by key details; summarize thetext.-Explain events, procedures, ideas, or concepts ina historical, scientific, or technical text, includingwhat happened and why, based on specificinformation in the text.-Determine the meaning of general academicand domain-specific words or phrases in a textrelevant to a *grade 4 topic or subject area*.-Interpret information presented visually, orally, orquantitatively (e.g., in charts, graphs, diagrams,time lines, animations, or interactive elementson Web pages) and explain how the informationcontributes to an understanding of the text inwhich it appears.-By the end of year, read and comprehendinformational texts, including history/social studies,science, and technical texts, in the grades 4–5 textcomplexity band proficiently, with scaffolding asneeded at the high end of the range.-Know and apply grade-level phonics and wordanalysis skills in decoding words.a. Use combined knowledge of all letter-soundcorrespondences, syllabication patterns, andmorphology (e.g., roots and affixes) to readaccurately unfamiliar multisyllabic words incontext and out of context.-Read with sufficient accuracy and fluency tosupport comprehension.a. Read on-level text with purpose andunderstanding.b. Read on-level prose and poetry orally withaccuracy, appropriate rate, and expression onsuccessive readings.c. Use context to confirm or self-correct wordrecognition |
| **Cinderella Story** | **2 Weeks** |
| **Meet the Underwater** | **2 Weeks** |
| **Guinea Pig**  | **2 Weeks** |
| **Lion, Witch, and Wardrobe**  | **3 Weeks** |

4Q:

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| **R****E****A****D****I****N****G****S****T****A****N****D****A****R****D****S** |  | **-**Refer to details and examples in a text whenexplaining what the text says explicitly and whendrawing inferences from the text.-Describe in depth a character, setting, or eventin a story or drama, drawing on specific detailsin the text (e.g., a character’s thoughts, words, oractions).-Determine the meaning of words and phrasesas they are used in a text, including thosethat allude to significant characters found inmythology (e.g., Herculean).-Compare and contrast the point of view from whichdifferent stories are narrated, including the differencebetween first- and third-person narrations.-Compare and contrast the treatment of similarthemes and topics (e.g., opposition of good andevil) and patterns of events (e.g., the quest) instories, myths, and traditional literature fromdifferent cultures.-Compare and contrast the treatment of similarthemes and topics (e.g., opposition of good andevil) and patterns of events (e.g., the quest) instories, myths, and traditional literature fromdifferent cultures.-Refer to details and examples in a text whenexplaining what the text says explicitly and whendrawing inferences from the text.-Explain events, procedures, ideas, or concepts ina historical, scientific, or technical text, includingwhat happened and why, based on specificinformation in the text.-Determine the meaning of general academicand domain-specific words or phrases in a textrelevant to a *grade 4 topic or subject area*.-Interpret information presented visually, orally, orquantitatively (e.g., in charts, graphs, diagrams,time lines, animations, or interactive elementson Web pages) and explain how the informationcontributes to an understanding of the text inwhich it appears.-Integrate information from two texts on the sametopic in order to write or speak about the subjectknowledgeably.-By the end of year, read and comprehendinformational texts, including history/social studies,science, and technical texts, in the grades 4–5 textcomplexity band proficiently, with scaffolding asneeded at the high end of the range.-Know and apply grade-level phonics and wordanalysis skills in decoding words.a. Use combined knowledge of all letter-soundcorrespondences, syllabication patterns, andmorphology (e.g., roots and affixes) to readaccurately unfamiliar multisyllabic words incontext and out of context.-Read with sufficient accuracy and fluency tosupport comprehension.a. Read on-level text with purpose andunderstanding.b. Read on-level prose and poetry orally withaccuracy, appropriate rate, and expression onsuccessive readings.c. Use context to confirm or self-correct wordrecognition |
| **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.

2Q:

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

**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.

1. Interpret a multiplication equation as a comparison, e.g., interpret 35

= 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as

many as 5. Represent verbal statements of multiplicative comparisons

as multiplication equations.

2. Multiply or divide to solve word problems involving multiplicative

comparison, e.g., by using drawings and equations with a symbol

for the unknown number to represent the problem, distinguishing

multiplicative comparison from additive comparison.

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 by using equations, rectangular arrays, and/or area

models.

1. Know relative sizes of measurement units within one system of units

including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single

system of measurement, express measurements in a larger unit in

terms of a smaller unit. Record measurement equivalents in a twocolumn

table.

Use the four operations to solve word problems involving distances,

intervals of time, liquid volumes, masses of objects, and money,

including problems involving simple fractions or decimals, and

problems that require expressing measurements given in a larger unit

in terms of a smaller unit. Represent measurement quantities using

diagrams such as number line diagrams that feature a measurement

scale.

3Q:

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

Number and Operations—Fractions3 4.NF

**Extend understanding of fraction equivalence and ordering.**

1. Explain why a fraction *a*/*b* is equivalent to a fraction (*n* × *a*)/(*n* × *b*)

by using visual fraction models, with attention to how the number and

size of the parts differ even though the two fractions themselves are

the same size. Use this principle to recognize and generate equivalent

fractions.

2. Compare two fractions with different numerators and different

denominators, e.g., by creating common denominators or numerators,

or by comparing to a benchmark fraction such as 1/2. Recognize that

comparisons are valid only when the two fractions refer to the same

whole. Record the results of comparisons with symbols >, =, or <, and

justify the conclusions, e.g., by using a visual fraction model.

**Build fractions from unit fractions by applying and extending**

**previous understandings of operations on whole numbers.**

3. Understand a fraction *a*/*b* with *a* > 1 as a sum of fractions 1/*b*.

a. Understand addition and subtraction of fractions as joining and

separating parts referring to the same whole.

b. Decompose a fraction into a sum of fractions with the

same denominator in more than one way, recording each

decomposition by an equation. Justify decompositions, e.g., by

using a visual fraction model. *Examples: 3/8 = 1/8 + 1/8 + 1/8 ;*

*3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.*

c. Add and subtract mixed numbers with like denominators, e.g., by

replacing each mixed number with an equivalent fraction, and/or

by using properties of operations and the relationship between

addition and subtraction.

d. Solve word problems involving addition and subtraction

of fractions referring to the same whole and having like

denominators, e.g., by using visual fraction models and equations

to represent the problem.

4. Apply and extend previous understandings of multiplication to

multiply a fraction by a whole number.

a. Understand a fraction *a*/*b* as a multiple of 1/*b*. *For example, use*

*a visual fraction model to represent 5/4 as the product 5 × (1/4),*

*recording the conclusion by the equation 5/4 = 5 × (1/4).*

b. Understand a multiple of *a*/*b* as a multiple of 1/*b*, and use this

understanding to multiply a fraction by a whole number. *For*

*example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5),*

*recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.)*

c. Solve word problems involving multiplication of a fraction by a

whole number, e.g., by using visual fraction models and equations

to represent the problem. *For example, if each person at a party will*

*eat 3/8 of a pound of roast beef, and there will be 5 people at the*

*party, how many pounds of roast beef will be needed? Between what*

*two whole numbers does your answer lie?*

**Understand decimal notation for fractions, and compare decimal**

**fractions.**

5. Express a fraction with denominator 10 as an equivalent fraction with

denominator 100, and use this technique to add two fractions with

respective denominators 10 and 100.4 *For example, express 3/10 as*

*30/100, and add 3/10 + 4/100 = 34/100.*

6. Use decimal notation for fractions with denominators 10 or 100. *For*

*example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate*

*0.62 on a number line diagram.*

7. Compare two decimals to hundredths by reasoning about their size.

Recognize that comparisons are valid only when the two decimals

refer to the same whole. Record the results of comparisons with the

symbols >, =, or <, and justify the conclusions, e.g., by using a visual

model.

Measurement and Data 4.MD

**Solve problems involving measurement and conversion of**

**measurements from a larger unit to a smaller unit.**

3. Apply the area and perimeter formulas for rectangles in real world and

mathematical problems. *For example, find the width of a rectangular*

*room given the area of the flooring and the length, by viewing the area*

*formula as a multiplication equation with an unknown factor*

**Geometric measurement: understand concepts of angle and measure**

**angles.**

5. Recognize angles as geometric shapes that are formed wherever two

rays share a common endpoint, and understand concepts of angle

measurement:

a. An angle is measured with reference to a circle with its center at

the common endpoint of the rays, by considering the fraction of

the circular arc between the points where the two rays intersect

the circle. An angle that turns through 1/360 of a circle is called a

“one-degree angle,” and can be used to measure angles.

b. An angle that turns through *n* one-degree angles is said to have

an angle measure of *n* degrees.

6. Measure angles in whole-number degrees using a protractor. Sketch

angles of specified measure.

7. Recognize angle measure as additive. When an angle is decomposed

into non-overlapping parts, the angle measure of the whole is the sum

of the angle measures of the parts. Solve addition and subtraction

problems to find unknown angles on a diagram in real world and

mathematical problems, e.g., by using an equation with a symbol for

the unknown angle measure.

Geometry 4.G

**Draw and identify lines and angles, and classify shapes by properties**

**of their lines and angles.**

1. Draw points, lines, line segments, rays, angles (right, acute, obtuse),

and perpendicular and parallel lines. Identify these in two-dimensional

figures.

2. Classify two-dimensional figures based on the presence or absence of

parallel or perpendicular lines, or the presence or absence of angles of

a specified size. Recognize right triangles as a category, and identify

right triangles.

3. Recognize a line of symmetry for a two-dimensional figure as a line

across the figure such that the figure can be folded along the line

into matching parts. Identify line-symmetric figures and draw lines of

symmetry.

4Q:

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

Operations and Algebraic Thinking 4.OA

**Use the four operations with whole numbers to solve problems.**

1. Interpret a multiplication equation as a comparison, e.g., interpret 35

= 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as

many as 5. Represent verbal statements of multiplicative comparisons

as multiplication equations.

2. Multiply or divide to solve word problems involving multiplicative

comparison, e.g., by using drawings and equations with a symbol

for the unknown number to represent the problem, distinguishing

multiplicative comparison from additive comparison.1

3. Solve multistep word problems posed with whole numbers and having

whole-number answers using the four operations, including problems

in which remainders must be interpreted. Represent these problems

using equations with a letter standing for the unknown quantity.

Assess the reasonableness of answers using mental computation and

estimation strategies including rounding.

Number and Operations in Base Ten2 4.NBT

**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.*

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

**perform multi-digit arithmetic.**

6. Find whole-number quotients and remainders with up to four-digit

dividends and one-digit divisors, using strategies based on place

value, the properties of operations, and/or the relationship between

multiplication and division. Illustrate and explain the calculation by

using equations, rectangular arrays, and/or area models.

6. Use decimal notation for fractions with denominators 10 or 100. *For*

*example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate*

*0.62 on a number line diagram.*

7. Compare two decimals to hundredths by reasoning about their size.

Recognize that comparisons are valid only when the two decimals

refer to the same whole. Record the results of comparisons with the

symbols

Social Studies:

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| --- | --- |
| **Unit 1** | **1st Q** |
| **Unit 2 and 3** | **2nd Q** |
| **Unit 4** | **3rd Q** |
| **Unit 5 and 6** | **4th Q** |
| Standards(Reading): | **-**Refer to details and examples in a text whenexplaining what the text says explicitly and whendrawing inferences from the text.-Explain events, procedures, ideas, or concepts ina historical, scientific, or technical text, includingwhat happened and why, based on specificinformation in the text.-Determine the meaning of general academicand domain-specific words or phrases in a textrelevant to a *grade 4 topic or subject area*.--Determine the meaning of general academicand domain-specific words or phrases in a textrelevant to a *grade 4 topic or subject area*.-Integrate information from two texts on the sametopic in order to write or speak about the subjectknowledgeably.-By the end of year, read and comprehendinformational texts, including history/social studies,science, and technical texts, in the grades 4–5 textcomplexity band proficiently, with scaffolding asneeded at the high end of the range.­2. Write informative/explanatory texts to examine atopic and convey ideas and information clearly.a. Introduce a topic clearly and group relatedinformation in paragraphs and sections;include formatting (e.g., headings),illustrations, and multimedia when useful toaiding comprehension.b. Develop the topic with facts, definitions,concrete details, quotations, or otherinformation and examples related to the topic.c. Link ideas within categories of informationusing words and phrases (e.g., *another*, *for**example*, *also*, *because*).d. Use precise language and domain-specificvocabulary to inform about or explain thetopic.e. Provide a concluding statement or sectionrelated to the information or explanationpresented. |

Science:

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| --- | --- |
| **Unit A** | **1st Q** |
| **Unit B** | **2nd Q** |
| **Unit C&D** | **3rd Q** |
| **Unit Human body and Health** | **4th Q** |
| Standards(Reading): | **-**Refer to details and examples in a text whenexplaining what the text says explicitly and whendrawing inferences from the text.-Explain events, procedures, ideas, or concepts ina historical, scientific, or technical text, includingwhat happened and why, based on specificinformation in the text.-Determine the meaning of general academicand domain-specific words or phrases in a textrelevant to a *grade 4 topic or subject area*.--Determine the meaning of general academicand domain-specific words or phrases in a textrelevant to a *grade 4 topic or subject area*.-Integrate information from two texts on the sametopic in order to write or speak about the subjectknowledgeably.-By the end of year, read and comprehendinformational texts, including history/social studies,science, and technical texts, in the grades 4–5 textcomplexity band proficiently, with scaffolding asneeded at the high end of the range. |

Writing:

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| --- | --- | --- |
| **Narrative**  | **1st Q** | **-**3. Write narratives to develop real or imaginedexperiences or events using effective technique,descriptive details, and clear event sequences.a. Orient the reader by establishing asituationand introducing a narrator and/orcharacters; organize an event sequence thatunfolds naturally.b. Use dialogue and description to developexperiences and events or show the responsesof characters to situations.c. Use a variety of transitional words and phrasesto manage the sequence of events.d. Use concrete words and phrases and sensorydetails to convey experiences and eventsprecisely.e. Provide a conclusion that follows from thenarrated experiences or events.-4. Produce clear and coherent writing in which thedevelopment and organization are appropriateto task, purpose, and audience. (Grade-specificexpectations for writing types are defined instandards 1–3 above.)-5. With guidance and support from peers andadults, develop and strengthen writing as neededby planning, revising, and editing. (Editing forconventions should demonstrate command ofLanguage standards 1–3 up to and includinggrade 4 on pages 28 and 29.)-10. Write routinely over extended time frames (timefor research, reflection, and revision) and shortertime frames (a single sitting or a day or two) fora range of discipline-specific tasks, purposes, andaudiences. |
| **Opinion**  | **2nd Q** | **-**. Write opinion pieces on topics or texts, supporting apoint of view with reasons and information.a. Introduce a topic or text clearly, state anopinion, and create an organizational structurein which related ideas are grouped to supportthe writer’s purpose.b. Provide reasons that are supported by factsand details.c. Link opinion and reasons using words andphrases (e.g., *for instance*, *in order to*, *in**addition*).d. Provide a concluding statement or sectionrelated to the opinion presented.-4. Produce clear and coherent writing in which thedevelopment and organization are appropriateto task, purpose, and audience. (Grade-specificexpectations for writing types are defined instandards 1–3 above.)-5. With guidance and support from peers andadults, develop and strengthen writing as neededby planning, revising, and editing. (Editing forconventions should demonstrate command ofLanguage standards 1–3 up to and includinggrade 4 on pages 28 and 29.)-9. Draw evidence from literary or informationaltexts to support analysis, reflection, and research.a. Apply *grade 4 Reading standards* to literature(e.g., “Describe in depth a character, setting,or event in a story or drama, drawing onspecific details in the text [e.g., a character’sthoughts, words, or actions].”).b. Apply *grade 4 Reading standards* toinformational texts (e.g., “Explain how anauthor uses reasons and evidence to supportparticular points in a text”).-10. Write routinely over extended time frames (timefor research, reflection, and revision) and shortertime frames (a single sitting or a day or two) fora range of discipline-specific tasks, purposes, andaudiences. |
| **Explanatory** | **3rd Q** | **-**2. Write informative/explanatory texts to examine atopic and convey ideas and information clearly.a. Introduce a topic clearly and group relatedinformation in paragraphs and sections;include formatting (e.g., headings),illustrations, and multimedia when useful toaiding comprehension.b. Develop the topic with facts, definitions,concrete details, quotations, or otherinformation and examples related to the topic.c. Link ideas within categories of informationusing words and phrases (e.g., *another*, *for**example*, *also*, *because*).d. Use precise language and domain-specificvocabulary to inform about or explain thetopic.e. Provide a concluding statement or sectionrelated to the information or explanationpresented.-4. Produce clear and coherent writing in which thedevelopment and organization are appropriateto task, purpose, and audience. (Grade-specificexpectations for writing types are defined instandards 1–3 above.)-5. With guidance and support from peers andadults, develop and strengthen writing as neededby planning, revising, and editing. (Editing forconventions should demonstrate command ofLanguage standards 1–3 up to and includinggrade 4 on pages 28 and 29.)-6. With some guidance and support from adults,use technology, including the Internet, toproduce and publish writing as well as to interactand collaborate with others; demonstratesufficient command of keyboarding skills to typea minimum of one page in a single sitting.-7. Conduct short research projects that buildknowledge through investigation of differentaspects of a topic-8. Recall relevant information from experiences orgather relevant information from print and digitalsources; take notes and categorize information,and provide a list of sources.-10. Write routinely over extended time frames (timefor research, reflection, and revision) and shortertime frames (a single sitting or a day or two) fora range of discipline-specific tasks, purposes, andaudiences. |
| **Short research** | **4th Q** | -2. Write informative/explanatory texts to examine atopic and convey ideas and information clearly.a. Introduce a topic clearly and group relatedinformation in paragraphs and sections;include formatting (e.g., headings),illustrations, and multimedia when useful toaiding comprehension.b. Develop the topic with facts, definitions,concrete details, quotations, or otherinformation and examples related to the topic.c. Link ideas within categories of informationusing words and phrases (e.g., *another*, *for**example*, *also*, *because*).d. Use precise language and domain-specificvocabulary to inform about or explain thetopic.e. Provide a concluding statement or sectionrelated to the information or explanationpresented.-4. Produce clear and coherent writing in which thedevelopment and organization are appropriateto task, purpose, and audience. (Grade-specificexpectations for writing types are defined instandards 1–3 above.)-5. With guidance and support from peers andadults, develop and strengthen writing as neededby planning, revising, and editing. (Editing forconventions should demonstrate command ofLanguage standards 1–3 up to and includinggrade 4 on pages 28 and 29.)-7. Conduct short research projects that buildknowledge through investigation of differentaspects of a topic-8. Recall relevant information from experiences orgather relevant information from print and digitalsources; take notes and categorize information,and provide a list of sources.-10. Write routinely over extended time frames (timefor research, reflection, and revision) and shortertime frames (a single sitting or a day or two) fora range of discipline-specific tasks, purposes, andaudiences. |

Speaking and Listening:

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| 1Q | -1. Engage effectively in a range of collaborativediscussions (one-on-one, in groups, and teacherled)with diverse partners on *grade 4 topics and**texts*, building on others’ ideas and expressingtheir own clearly.a. Come to discussions prepared, having reador studied required material; explicitly drawon that preparation and other informationknown about the topic to explore ideas underdiscussion.b. Follow agreed-upon rules for discussions andcarry out assigned roles.c. Pose and respond to specific questions toclarify or follow up on information, and makecomments that contribute to the discussionand link to the remarks of others.d. Review the key ideas expressed and explaintheir own ideas and understanding in light ofthe discussion. |
| 2Q | -1. Engage effectively in a range of collaborativediscussions (one-on-one, in groups, and teacherled)with diverse partners on *grade 4 topics and**texts*, building on others’ ideas and expressingtheir own clearly.a. Come to discussions prepared, having reador studied required material; explicitly drawon that preparation and other informationknown about the topic to explore ideas underdiscussion.b. Follow agreed-upon rules for discussions andcarry out assigned roles.c. Pose and respond to specific questions toclarify or follow up on information, and makecomments that contribute to the discussionand link to the remarks of others.d. Review the key ideas expressed and explaintheir own ideas and understanding in light ofthe discussion.-2. Paraphrase portions of a text read aloud orinformation presented in diverse media andformats, including visually, quantitatively, andorally. |
| 3Q | -1. Engage effectively in a range of collaborativediscussions (one-on-one, in groups, and teacherled)with diverse partners on *grade 4 topics and**texts*, building on others’ ideas and expressingtheir own clearly.a. Come to discussions prepared, having reador studied required material; explicitly drawon that preparation and other informationknown about the topic to explore ideas underdiscussion.b. Follow agreed-upon rules for discussions andcarry out assigned roles.c. Pose and respond to specific questions toclarify or follow up on information, and makecomments that contribute to the discussionand link to the remarks of others.d. Review the key ideas expressed and explaintheir own ideas and understanding in light ofthe discussion.-2. Paraphrase portions of a text read aloud orinformation presented in diverse media andformats, including visually, quantitatively, andorally.-3. Identify the reasons and evidence a speakerprovides to support particular points.-4. Report on a topic or text, tell a story, or recountan experience in an organized manner, usingappropriate facts and relevant, descriptive detailsto support main ideas or themes; speak clearly atan understandable pace.-5. Add audio recordings and visual displays topresentations when appropriate to enhance thedevelopment of main ideas or themes. |
| 4Q | -1. Engage effectively in a range of collaborativediscussions (one-on-one, in groups, and teacherled)with diverse partners on *grade 4 topics and**texts*, building on others’ ideas and expressingtheir own clearly.a. Come to discussions prepared, having reador studied required material; explicitly drawon that preparation and other informationknown about the topic to explore ideas underdiscussion.b. Follow agreed-upon rules for discussions andcarry out assigned roles.c. Pose and respond to specific questions toclarify or follow up on information, and makecomments that contribute to the discussionand link to the remarks of others.d. Review the key ideas expressed and explaintheir own ideas and understanding in light ofthe discussion.-3. Identify the reasons and evidence a speakerprovides to support particular points.-4. Report on a topic or text, tell a story, or recountan experience in an organized manner, usingappropriate facts and relevant, descriptive detailsto support main ideas or themes; speak clearly atan understandable pace.-5. Add audio recordings and visual displays topresentations when appropriate to enhance thedevelopment of main ideas or themes. |

LA:

-Grammar all quarters.

-All standards will be used all 4 Quarters.