1Q:

|  |  |  |
| --- | --- | --- |
| **R**  **E**  **A**  **D**  **I**  **N**  **G**  **S**  **T**  **A**  **N**  **D**  **A**  **R**  **D**  **S** |  | -Refer to details and examples in a text when  explaining what the text says explicitly and when  drawing inferences from the text.  **-**Describe in depth a character, setting, or event  in a story or drama, drawing on specific details  in the text (e.g., a character’s thoughts, words, or  actions).  -Determine the meaning of words and phrases  as they are used in a text, including those  that allude to significant characters found in  mythology (e.g., Herculean).  -Make connections between the text of a story  or drama and a visual or oral presentation of  the text, identifying where each version reflects  specific descriptions and directions in the text.  -Compare and contrast the treatment of similar  themes and topics (e.g., opposition of good and  evil) and patterns of events (e.g., the quest) in  stories, myths, and traditional literature from  different cultures.  -Refer to details and examples in a text when  explaining what the text says explicitly and when  drawing inferences from the text.  -Determine the main idea of a text and explain  how it is supported by key details; summarize the  text.  -Explain events, procedures, ideas, or concepts in  a historical, scientific, or technical text, including  what happened and why, based on specific  information in the text.  -Determine the meaning of general academic  and domain-specific words or phrases in a text  relevant to a *grade 4 topic or subject area*.  -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.  -Interpret information presented visually, orally, or  quantitatively (e.g., in charts, graphs, diagrams,  time lines, animations, or interactive elements  on Web pages) and explain how the information  contributes to an understanding of the text in  which it appears.  -By the end of year, read and comprehend  informational texts, including history/social studies,  science, and technical texts, in the grades 4–5 text  complexity band proficiently, with scaffolding as  needed at the high end of the range.  -Know and apply grade-level phonics and word  analysis skills in decoding words.  a. Use combined knowledge of all letter-sound  correspondences, syllabication patterns, and  morphology (e.g., roots and affixes) to read  accurately unfamiliar multisyllabic words in  context and out of context.  -Read with sufficient accuracy and fluency to  support comprehension.  a. Read on-level text with purpose and  understanding.  b. Read on-level prose and poetry orally with  accuracy, appropriate rate, and expression on  successive readings.  c. Use context to confirm or self-correct word  recognition |
| **The lost Lake** | **2 Weeks** |
| **Amelia’s Road** | **2 Weeks** |
| **Justin and the World’s Best Biscuits** | **2 Weeks** |
| **Stone Fox** | **3 Weeks** |

2Q:

|  |  |  |
| --- | --- | --- |
| **R**  **E**  **A**  **D**  **I**  **N**  **G**  **S**  **T**  **A**  **N**  **D**  **A**  **R**  **D**  **S** |  | **-**Refer to details and examples in a text when  explaining what the text says explicitly and when  drawing inferences from the text.  -Describe in depth a character, setting, or event  in a story or drama, drawing on specific details  in the text (e.g., a character’s thoughts, words, or  actions).  -Determine the meaning of words and phrases  as they are used in a text, including those  that allude to significant characters found in  mythology (e.g., Herculean).  -Compare and contrast the treatment of similar  themes and topics (e.g., opposition of good and  evil) and patterns of events (e.g., the quest) in  stories, myths, and traditional literature from  different cultures.  -Refer to details and examples in a text when  explaining what the text says explicitly and when  drawing inferences from the text.  -Explain events, procedures, ideas, or concepts in  a historical, scientific, or technical text, including  what happened and why, based on specific  information in the text.  -Determine the meaning of general academic  and domain-specific words or phrases in a text  relevant to a *grade 4 topic or subject area*.  -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.  -Compare and contrast a firsthand and  secondhand account of the same event or  topic; describe the differences in focus and the  information provided.  -Interpret information presented visually, orally, or  quantitatively (e.g., in charts, graphs, diagrams,  time lines, animations, or interactive elements  on Web pages) and explain how the information  contributes to an understanding of the text in  which it appears.  -Explain how an author uses reasons and evidence  to support particular points in a text.  By the end of year, read and comprehend  informational texts, including history/social studies,  science, and technical texts, in the grades 4–5 text  complexity band proficiently, with scaffolding as  needed at the high end of the range.  -Know and apply grade-level phonics and word  analysis skills in decoding words.  a. Use combined knowledge of all letter-sound  correspondences, syllabication patterns, and  morphology (e.g., roots and affixes) to read  accurately unfamiliar multisyllabic words in  context and out of context.  -Read with sufficient accuracy and fluency to  support comprehension.  a. Read on-level text with purpose and  understanding.  b. Read on-level prose and poetry orally with  accuracy, appropriate rate, and expression on  successive readings.  c. Use context to confirm or self-correct word  recognition |
| **Leah’s Pony** | **2 Weeks** |
| **Just a Dream** | **2 Weeks** |
| **The Hat Maker** | **2 Weeks** |
| **Bunnicula** | **3 Weeks** |
| *Total:* | *9 Weeks* |

3Q:

|  |  |  |
| --- | --- | --- |
| **R**  **E**  **A**  **D**  **I**  **N**  **G**  **S**  **T**  **A**  **N**  **D**  **A**  **R**  **D**  **S** |  | **-**Refer to details and examples in a text when  explaining what the text says explicitly and when drawing inferences from the text.  -Determine a theme of a story, drama, or poem  from details in the text; summarize the text.  -Describe in depth a character, setting, or event  in a story or drama, drawing on specific details  in the text (e.g., a character’s thoughts, words, or  actions).  -Determine the meaning of words and phrases  as they are used in a text, including those  that allude to significant characters found in  mythology (e.g., Herculean).  -Explain major differences between poems,  drama, and prose, and refer to the structural  elements of poems (e.g., verse, rhythm, meter)  and drama (e.g., casts of characters, settings,  descriptions, dialogue, stage directions) when  writing or speaking about a text.  -Compare and contrast the treatment of similar  themes and topics (e.g., opposition of good and  evil) and patterns of events (e.g., the quest) in  stories, myths, and traditional literature from  different cultures.  -Refer to details and examples in a text when  explaining what the text says explicitly and when  drawing inferences from the text.  -Determine the main idea of a text and explain  how it is supported by key details; summarize the  text.  -Explain events, procedures, ideas, or concepts in  a historical, scientific, or technical text, including  what happened and why, based on specific  information in the text.  -Determine the meaning of general academic  and domain-specific words or phrases in a text  relevant to a *grade 4 topic or subject area*.  -Interpret information presented visually, orally, or  quantitatively (e.g., in charts, graphs, diagrams,  time lines, animations, or interactive elements  on Web pages) and explain how the information  contributes to an understanding of the text in  which it appears.  -By the end of year, read and comprehend  informational texts, including history/social studies,  science, and technical texts, in the grades 4–5 text  complexity band proficiently, with scaffolding as  needed at the high end of the range.  -Know and apply grade-level phonics and word  analysis skills in decoding words.  a. Use combined knowledge of all letter-sound  correspondences, syllabication patterns, and  morphology (e.g., roots and affixes) to read  accurately unfamiliar multisyllabic words in  context and out of context.  -Read with sufficient accuracy and fluency to  support comprehension.  a. Read on-level text with purpose and  understanding.  b. Read on-level prose and poetry orally with  accuracy, appropriate rate, and expression on  successive readings.  c. Use context to confirm or self-correct word  recognition |
| **Cinderella Story** | **2 Weeks** |
| **Meet the Underwater** | **2 Weeks** |
| **Guinea Pig** | **2 Weeks** |
| **Lion, Witch, and Wardrobe** | **3 Weeks** |

4Q:

|  |  |  |
| --- | --- | --- |
| **R**  **E**  **A**  **D**  **I**  **N**  **G**  **S**  **T**  **A**  **N**  **D**  **A**  **R**  **D**  **S** |  | **-**Refer to details and examples in a text when  explaining what the text says explicitly and when  drawing inferences from the text.  -Describe in depth a character, setting, or event  in a story or drama, drawing on specific details  in the text (e.g., a character’s thoughts, words, or  actions).  -Determine the meaning of words and phrases  as they are used in a text, including those  that allude to significant characters found in  mythology (e.g., Herculean).  -Compare and contrast the point of view from which  different stories are narrated, including the difference  between first- and third-person narrations.  -Compare and contrast the treatment of similar  themes and topics (e.g., opposition of good and  evil) and patterns of events (e.g., the quest) in  stories, myths, and traditional literature from  different cultures.  -Compare and contrast the treatment of similar  themes and topics (e.g., opposition of good and  evil) and patterns of events (e.g., the quest) in  stories, myths, and traditional literature from  different cultures.  -Refer to details and examples in a text when  explaining what the text says explicitly and when  drawing inferences from the text.  -Explain events, procedures, ideas, or concepts in  a historical, scientific, or technical text, including  what happened and why, based on specific  information in the text.  -Determine the meaning of general academic  and domain-specific words or phrases in a text  relevant to a *grade 4 topic or subject area*.  -Interpret information presented visually, orally, or  quantitatively (e.g., in charts, graphs, diagrams,  time lines, animations, or interactive elements  on Web pages) and explain how the information  contributes to an understanding of the text in  which it appears.  -Integrate information from two texts on the same  topic in order to write or speak about the subject  knowledgeably.  -By the end of year, read and comprehend  informational texts, including history/social studies,  science, and technical texts, in the grades 4–5 text  complexity band proficiently, with scaffolding as  needed at the high end of the range.  -Know and apply grade-level phonics and word  analysis skills in decoding words.  a. Use combined knowledge of all letter-sound  correspondences, syllabication patterns, and  morphology (e.g., roots and affixes) to read  accurately unfamiliar multisyllabic words in  context and out of context.  -Read with sufficient accuracy and fluency to  support comprehension.  a. Read on-level text with purpose and  understanding.  b. Read on-level prose and poetry orally with  accuracy, appropriate rate, and expression on  successive readings.  c. Use context to confirm or self-correct word  recognition |
| **Teammates** | **2 Weeks** |
| **The Toothpaste Millionaire** | **2 Weeks** |
| **The Cay** | **3 Weeks** |
| *Total:* | *7 Weeks* |

Math

1Q:

|  |  |
| --- | --- |
| **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 when  explaining what the text says explicitly and when  drawing inferences from the text.  -Explain events, procedures, ideas, or concepts in  a historical, scientific, or technical text, including  what happened and why, based on specific  information in the text.  -Determine the meaning of general academic  and domain-specific words or phrases in a text  relevant to a *grade 4 topic or subject area*.  --Determine the meaning of general academic  and domain-specific words or phrases in a text  relevant to a *grade 4 topic or subject area*.  -Integrate information from two texts on the same  topic in order to write or speak about the subject  knowledgeably.  -By the end of year, read and comprehend  informational texts, including history/social studies,  science, and technical texts, in the grades 4–5 text  complexity band proficiently, with scaffolding as  needed at the high end of the range.  ­2. Write informative/explanatory texts to examine a  topic and convey ideas and information clearly.  a. Introduce a topic clearly and group related  information in paragraphs and sections;  include formatting (e.g., headings),  illustrations, and multimedia when useful to  aiding comprehension.  b. Develop the topic with facts, definitions,  concrete details, quotations, or other  information and examples related to the topic.  c. Link ideas within categories of information  using words and phrases (e.g., *another*, *for*  *example*, *also*, *because*).  d. Use precise language and domain-specific  vocabulary to inform about or explain the  topic.  e. Provide a concluding statement or section  related to the information or explanation  presented. |

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 when  explaining what the text says explicitly and when  drawing inferences from the text.  -Explain events, procedures, ideas, or concepts in  a historical, scientific, or technical text, including  what happened and why, based on specific  information in the text.  -Determine the meaning of general academic  and domain-specific words or phrases in a text  relevant to a *grade 4 topic or subject area*.  --Determine the meaning of general academic  and domain-specific words or phrases in a text  relevant to a *grade 4 topic or subject area*.  -Integrate information from two texts on the same  topic in order to write or speak about the subject  knowledgeably.  -By the end of year, read and comprehend  informational texts, including history/social studies,  science, and technical texts, in the grades 4–5 text  complexity band proficiently, with scaffolding as  needed at the high end of the range. |

Writing:

|  |  |  |
| --- | --- | --- |
| **Narrative** | **1st Q** | **-**3. 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.  -4. 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.)  -5. 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.)  -10. Write routinely over extended time frames (time  for research, reflection, and revision) and shorter  time frames (a single sitting or a day or two) for  a range of discipline-specific tasks, purposes, and  audiences. |
| **Opinion** | **2nd Q** | **-**. Write opinion pieces on topics or texts, supporting a  point of view with reasons and information.  a. Introduce a topic or text clearly, state an  opinion, and create an organizational structure  in which related ideas are grouped to support  the writer’s purpose.  b. Provide reasons that are supported by facts  and details.  c. Link opinion and reasons using words and  phrases (e.g., *for instance*, *in order to*, *in*  *addition*).  d. Provide a concluding statement or section  related to the opinion presented.  -4. 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.)  -5. 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.)  -9. Draw evidence from literary or informational  texts 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 on  specific details in the text [e.g., a character’s  thoughts, words, or actions].”).  b. Apply *grade 4 Reading standards* to  informational texts (e.g., “Explain how an  author uses reasons and evidence to support  particular points in a text”).  -10. Write routinely over extended time frames (time  for research, reflection, and revision) and shorter  time frames (a single sitting or a day or two) for  a range of discipline-specific tasks, purposes, and  audiences. |
| **Explanatory** | **3rd Q** | **-**2. Write informative/explanatory texts to examine a  topic and convey ideas and information clearly.  a. Introduce a topic clearly and group related  information in paragraphs and sections;  include formatting (e.g., headings),  illustrations, and multimedia when useful to  aiding comprehension.  b. Develop the topic with facts, definitions,  concrete details, quotations, or other  information and examples related to the topic.  c. Link ideas within categories of information  using words and phrases (e.g., *another*, *for*  *example*, *also*, *because*).  d. Use precise language and domain-specific  vocabulary to inform about or explain the  topic.  e. Provide a concluding statement or section  related to the information or explanation  presented.  -4. 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.)  -5. 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.)  -6. 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.  -7. Conduct short research projects that build  knowledge through investigation of different  aspects of a topic  -8. Recall relevant information from experiences or  gather relevant information from print and digital  sources; take notes and categorize information,  and provide a list of sources.  -10. Write routinely over extended time frames (time  for research, reflection, and revision) and shorter  time frames (a single sitting or a day or two) for  a range of discipline-specific tasks, purposes, and  audiences. |
| **Short research** | **4th Q** | -2. Write informative/explanatory texts to examine a  topic and convey ideas and information clearly.  a. Introduce a topic clearly and group related  information in paragraphs and sections;  include formatting (e.g., headings),  illustrations, and multimedia when useful to  aiding comprehension.  b. Develop the topic with facts, definitions,  concrete details, quotations, or other  information and examples related to the topic.  c. Link ideas within categories of information  using words and phrases (e.g., *another*, *for*  *example*, *also*, *because*).  d. Use precise language and domain-specific  vocabulary to inform about or explain the  topic.  e. Provide a concluding statement or section  related to the information or explanation  presented.  -4. 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.)  -5. 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.)  -7. Conduct short research projects that build  knowledge through investigation of different  aspects of a topic  -8. Recall relevant information from experiences or  gather relevant information from print and digital  sources; take notes and categorize information,  and provide a list of sources.  -10. Write routinely over extended time frames (time  for research, reflection, and revision) and shorter  time frames (a single sitting or a day or two) for  a range of discipline-specific tasks, purposes, and  audiences. |

Speaking and Listening:

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| 1Q | -1. Engage effectively in a range of collaborative  discussions (one-on-one, in groups, and teacherled)  with diverse partners on *grade 4 topics and*  *texts*, building on others’ ideas and expressing  their own clearly.  a. Come to discussions prepared, having read  or studied required material; explicitly draw  on that preparation and other information  known about the topic to explore ideas under  discussion.  b. Follow agreed-upon rules for discussions and  carry out assigned roles.  c. Pose and respond to specific questions to  clarify or follow up on information, and make  comments that contribute to the discussion  and link to the remarks of others.  d. Review the key ideas expressed and explain  their own ideas and understanding in light of  the discussion. |
| 2Q | -1. Engage effectively in a range of collaborative  discussions (one-on-one, in groups, and teacherled)  with diverse partners on *grade 4 topics and*  *texts*, building on others’ ideas and expressing  their own clearly.  a. Come to discussions prepared, having read  or studied required material; explicitly draw  on that preparation and other information  known about the topic to explore ideas under  discussion.  b. Follow agreed-upon rules for discussions and  carry out assigned roles.  c. Pose and respond to specific questions to  clarify or follow up on information, and make  comments that contribute to the discussion  and link to the remarks of others.  d. Review the key ideas expressed and explain  their own ideas and understanding in light of  the discussion.  -2. Paraphrase portions of a text read aloud or  information presented in diverse media and  formats, including visually, quantitatively, and  orally. |
| 3Q | -1. Engage effectively in a range of collaborative  discussions (one-on-one, in groups, and teacherled)  with diverse partners on *grade 4 topics and*  *texts*, building on others’ ideas and expressing  their own clearly.  a. Come to discussions prepared, having read  or studied required material; explicitly draw  on that preparation and other information  known about the topic to explore ideas under  discussion.  b. Follow agreed-upon rules for discussions and  carry out assigned roles.  c. Pose and respond to specific questions to  clarify or follow up on information, and make  comments that contribute to the discussion  and link to the remarks of others.  d. Review the key ideas expressed and explain  their own ideas and understanding in light of  the discussion.  -2. Paraphrase portions of a text read aloud or  information presented in diverse media and  formats, including visually, quantitatively, and  orally.  -3. Identify the reasons and evidence a speaker  provides to support particular points.  -4. Report on a topic or text, tell a story, or recount  an experience in an organized manner, using  appropriate facts and relevant, descriptive details  to support main ideas or themes; speak clearly at  an understandable pace.  -5. Add audio recordings and visual displays to  presentations when appropriate to enhance the  development of main ideas or themes. |
| 4Q | -1. Engage effectively in a range of collaborative  discussions (one-on-one, in groups, and teacherled)  with diverse partners on *grade 4 topics and*  *texts*, building on others’ ideas and expressing  their own clearly.  a. Come to discussions prepared, having read  or studied required material; explicitly draw  on that preparation and other information  known about the topic to explore ideas under  discussion.  b. Follow agreed-upon rules for discussions and  carry out assigned roles.  c. Pose and respond to specific questions to  clarify or follow up on information, and make  comments that contribute to the discussion  and link to the remarks of others.  d. Review the key ideas expressed and explain  their own ideas and understanding in light of  the discussion.  -3. Identify the reasons and evidence a speaker  provides to support particular points.  -4. Report on a topic or text, tell a story, or recount  an experience in an organized manner, using  appropriate facts and relevant, descriptive details  to support main ideas or themes; speak clearly at  an understandable pace.  -5. Add audio recordings and visual displays to  presentations when appropriate to enhance the  development of main ideas or themes. |

LA:

-Grammar all quarters.

-All standards will be used all 4 Quarters.