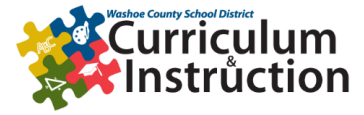




# Fourth Grade Elementary Curriculum Essentials



A quick glance at the standards/outcomes you should be seeing in your classrooms this month.

All grade level **Standards** are expected to be taught;

however, the essential standards need to be mastered/secured prior to the end of the school year.



## Unit 7 Pacing Guide

## ELA

## Unit 8 Pacing Guide



### Reading Foundational Skills:

- RF.4.4a: **Read grade-level** text with purpose and understanding.
- RF.4.4b: **Read grade-level prose and poetry** orally with accuracy, appropriate rate, and expression on successive readings.
- RF.4.4c: **Use context** to confirm or self-correct word recognition and understanding, rereading as necessary

### Reading – Informational Text:

- RI.4.1: **Refer to details and examples** in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.9: **Integrate information from two texts** on the same topic in order to write or speak about the subject knowledgeably.
- RL.4.10: By the end of the year, read and **comprehend literature**, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### Writing:

- W.4.5: With guidance and support from peers and adults, develop and strengthen writing as needed by **planning, revising, and editing**.
- W.4.8 **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.

### Reading - Literature:

- RL.4.1: **Refer to details and examples** in a text when explaining what the text says explicitly and when drawing inferences from the text.

### Speaking & Listening:

- SL.4.1: Engage effectively in a range of **collaborative discussions** with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

### Language:

- L.4.1a: Use **relative pronouns**.
- L.4.1c: Use **modal auxiliaries** to convey various conditions.
- L.4.1f: Produce **complete sentences**, recognizing and correcting fragments and run-ons.
- L.4.1g: Correctly use frequently **confused words**.
- L.4.4a: **Use context** as a clue to the meaning of a word or phrase.
- L.4.4b: Use common **Greek and Latin affixes and roots** as clues to meaning.
- L.4.4c: **Consult reference materials** both print and digital.
- L.4.5a: Explain the meaning of **simple similes and metaphors** in context.
- L.4.5c: Demonstrate **understanding of words** by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

# Math

## Topic 10 :

**Extend Multiplication Concepts to Fractions**  
6 lessons over 10 days

## Topic 12 :

**Extend Multiplication Concepts to Fractions**  
6 lessons over 10 days

### Critical Content Area 2: Numbers & Operations - Fractions

Students **develop understanding** of **fraction equivalence** and **operations with fractions**. They recognize that two different fractions can be equal (e.g.,  $15/9 = 5/3$ ), and they develop methods for generating and recognizing equivalent fractions. (NF.1; NF.2; NF.3)

Students **extend** previous **understandings** about how fractions are built from **unit fractions**, **composing** fractions from unit fractions, **decomposing fractions** into unit fractions, and using the meaning of fractions and the meaning of multiplication to multiply a fraction by a whole number. (NF.4)



[Envision Pacing Framework](#)

[Topic 10: Curriculum Guide](#)

[Topic 12: Curriculum Guide](#)

# Integrated Strategies

## Engagement:

[Guest speakers](#) extend learning beyond the classroom. There are many ways to integrate speakers with the standards and curriculum. Students benefit from having a clear purpose, and knowing how the topic relates to their studies. Preparing critical questions and a note taker ahead of time will focus learning.

## Blended Learning: Presentation Tools & Graphic Organizers

Students create digital presentations to show what they know using tools such as Power Point, Sway, Canva, Powtoon, Nearpod. Digital graphic organizers are used to help students organize thinking processes and/or show relationships.

## Language ELlevation:

### [Don't Mention It](#)

Grades K-12  
Verbally describe a content term, person, or idea without using the word itself  
Listen to peers' descriptions and make thoughtful guesses  
Can be done in pairs, small group or whole class.

# Science

## Physical Science – [Energy](#)

(November 13 – March 15)

### Investigation 5: Waves

4-PS4–1: Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.  
4-PS4-2: Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.  
3-5-ETS1: Engineering Design

## Earth Science - [Soil, Rocks, and Landforms](#)

(March 18 – June 7)

### Investigation 1: Soils & Weathering

-You will introduce this unit before spring break, with all Investigations being taught in the 4<sup>th</sup> quarter.

[Foss Pacing Guide](#)