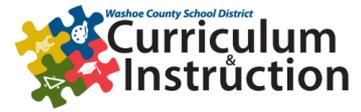




Fourth Grade Elementary Curriculum Essentials

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 1 Pacing Guide](#)

ELA

[Unit 2 Pacing Guide](#)



Reading Foundational Skills:

RF.4.3a: 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.

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.

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.

W.4.9: **Draw evidence** from literary or informational texts to support analysis, reflection, and research.

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.

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.

Speaking & Listening:

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

Language:

L.4.1b: Form and use the **progressive** (e.g., I was walking; I am walking; I will be walking) **verb tenses**.

L.4.1f: Produce **complete sentences**, recognizing and correcting inappropriate fragments and run-ons.

L.4.4: Determine meaning of unknown and **multiple-meaning words and phrases**.

L.4.4a: **Use context** as a clue to the meaning of a word or phrase.

L.4.4c: **Consult reference materials**

L.4.5: Demonstrate understanding of **figurative language, word relationships, and nuances** in word meanings.

L.4.5b: Recognize and explain the meaning of **common idioms, adages, and proverbs**.

L.4.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases

Math

Topic 2:

Fluently Add and Subtract Multi-Digit Whole Numbers

Topic 7:

Factors and Multiples

Topic 3:

Use Strategies and Properties to Multiply by 1-Digit Numbers

Critical Content Area 1: Numbers & Operations in Base Ten

Students **generalize** their **understanding** of **place value** to 1,000,000, **understanding** the **relative sizes** of numbers in each place. (NBT.1; NBT.2)

They **apply** their **understanding** of models for multiplication (equal-sized groups, arrays, area models), **place value**, and **properties of operations**, in particular the distributive property, as they **develop**, **discuss**, and **use** efficient, accurate, and generalizable methods to **compute** products of multi-digit whole numbers. Depending on the numbers and the context, they select and accurately apply appropriate methods to **estimate or mentally calculate** products. They develop fluency with efficient procedures for multiplying whole numbers; **understand** and **explain** why the procedures work based on place value and properties of operations; and use them to **solve** problems. (NBT.5)

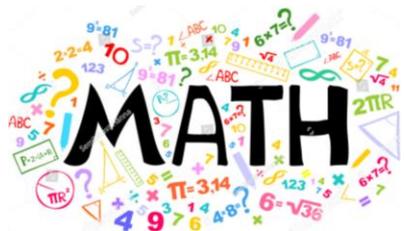
Students apply their **understanding of models** for division, **place value**, **properties of operations**, and the **relationship of division to multiplication** as they **develop**, **discuss**, and **use** efficient, accurate, and generalizable procedures to find quotients involving multi-digit dividends. They select and accurately apply appropriate methods to **estimate** and **mentally calculate** quotients, and **interpret** remainders based upon the context. (NBT.6)

[Envision Pacing Framework](#)

[Topic 2: Curriculum Guide](#)

[Topic 7: Curriculum Guide](#)

[Topic 3: Curriculum Guide](#)



Integrated Strategies

Engagement:

[Cooperative Learning](#) provides students with the opportunity to share knowledge and tasks with one another (Jigsaw, role play tasks, inquiry groups, think-pair-share)

Blended Learning:

Content Curation: Teachers gather quality online resources and share them in a common space for easy student access. Students may also be curating online resources for research or projects. Tools such as browser bookmarks, Wakelet, or Microsoft Edge Collections may be used.

Language ELlevation:

[Vocab Go Fish](#)

This is an interactive way to encourage speaking and listening while building important academic vocabulary. Vocab Go Fish can be used with any content area and can be modified for different grade levels (K-5) as well as levels of support.

Science

LIFE SCIENCE - Environments

4-LS1-1: Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

4-LS1-2: Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

[Environments Unit](#)

[Foss Pacing Guide](#)

[Materials & Organism Delivery](#)

[Plant and Animal Care](#)

