



DailiesSchool 



4th Grade  
Curriculum



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Welcome to Fourth Grade! Keep reading to see what your student(s) will learn this year.

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# 4th Grade: Quarter 1 Overview



**Math** **Reading Comprehension** **Foundational Reading** **Writing** **Social Studies** **Science** **SEL**

In math, students will further explore number relationships and knowledge of addition and subtraction. While working their way into number patterns in multiplication, students will practice representing multiplication and division for different purposes as well.

To practice reading comprehension, students will be able to identify key ideas and ask clarifying questions within their discussions. They will also determine meaning of words based on their context, usage of synonyms or antonyms, and how parts of the word(s) fit together.

As part of foundational reading, students will practice reading accurately and assist their understanding of their text while breaking down words and making relationships with the context it is found.

Students will have many opportunities to practice their writing, focus on maintaining complete sentences and edit their writing to apply grammar rules and edits to their work.

In social studies, students will show their understanding of their map skills including using features, locating particular countries, and conducting research using different sources. This will lead to uncovering important information on ancient civilizations, and early exploration as well.

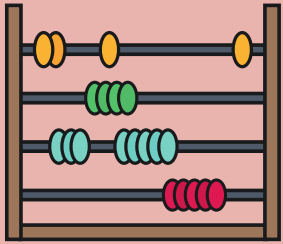
Science will continue its focus on how energy is involved with moving or colliding objects, explaining relationships between energy and other factors, and converting energy as well.

For SEL, students will reflect and learn more about their self-awareness as well as begin their journey into self-management with goal-setting and time management.

# 4th Grade: Quarter 1 Standards



Math Reading Comprehension Foundational Reading Writing Social Studies Science SEL



## Math

Students will add and subtract multi-digit whole numbers.

4. NBT. B. 4

In a multi-digit number, students will recognize a digit in one place represents ten times what it represents in the place to its right.

4. NBT. A. 1

Students will multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers using necessary strategies. Then, they will be able to explain and illustrate those calculations.

4. NBT. B. 5

Students will read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form, as well as show comparisons of two multi-digit numbers.

4. NBT. A. 2

Students will find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors using learned strategies. Students can also explain and illustrate their calculations.

4. NBT. B. 6

Students will use place value understanding to round multi-digit whole numbers to any place.

4. NBT. A. 3

Students will be able to interpret a multiplication equation as a comparison and represent verbal statements of comparisons as equations.

4. OA. A. 1

Students will multiply or divide to solve word problems by using drawings and equations and are able to distinguish between a multiplication comparison from an additive comparison.

4. OA. A. 2

Students will solve multistep word problems using the four operations and having letters to stand for the unknown quantity in these equations.

4. OA. A. 3

Students will show knowledge of relative sizes of measurement units and express measurements in a larger unit in terms of a smaller unit.

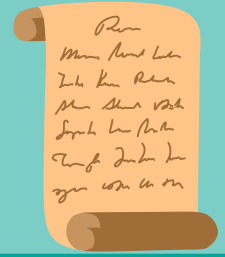
4. MD. A. 1



### Dailies Tip

Have your child(ren) help make recipes and measure items to work through their math skills by cutting recipes in half or even doubling them with you.

# Reading Comprehension



Students will participate in collaborative discussions and follow agreed-upon rules and assigned roles.

SL. 4. 1. B

Students use different contexts to decide when formal versus informal language should be used depending on situation and task.

SL. 4. 6

Students will practice their use of formal English when presenting or more informal usage when working in a small group discussion; using context to make those decisions.

L. 4. 3. C

Students will engage in collaborative discussions on grade level topics, add to one another's ideas, and express their own ideas clearly with a partner, in a small group, or teacher-led focus.

SL. 4. 1

Students will have studied necessary materials, use their background information on a topic, and combine that information to be prepared for class discussions.

**SL. 4.1.A**

Students will be able to pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to others' ideas.

**SL. 4.1.C**

Students will review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**SL. 4.1.D**

Students will determine the meaning of words and phrases as they are used in a text, including those that relate to significant characters found in mythology.

**RL. 4.4**

Students will demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

**L. 4.5.C**

Students will use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.

**L. 4.4.B**

## Foundational Reading



Students will use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**RF. 4.4.C**

Students will know and apply grade-level phonics and word analysis skills in decoding words.

**RF. 4.3**

Students will use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to accurately read unfamiliar multisyllabic words in and out of context.

**RF. 4.3.A**



# Writing

With guidance and support from peers and adults, students can develop and strengthen writing as needed by planning, revising, and editing.

W. 4. 5

Students will write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

W. 4. 10

Students will be able to demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L. 4. 1

Students will be able to produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

L. 4. 1. F

Students will be able to use knowledge of language and its conventions when writing, speaking, reading, or listening.

L. 4. 3

Students will produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W. 4. 4

Students will consult both print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L. 4. 4. C

Students will be able to choose words and phrases to convey ideas precisely.

L. 4. 3. A

Students will spell grade-appropriate words correctly, consulting references as needed.

L. 4. 2. D

Students will correctly use frequently confused words (e.g., to, too, two; there, their).

**L. 4.1.G**



## Social Studies

Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L. 4.2**

On a physical map of North America, students will use cardinal directions, map scales, key/legend, and title to locate and identify important physical features.

**4. TI.1**

Students will be able to use correct capitalization.

**L. 4.2.A**

On a political map of North America, students will locate Canada, Mexico, the nations of the Caribbean, the United States of America and coinciding locations accurately.

**4. TI.2**

Students can use commas and quotation marks to mark direct speech and quotations from a text.

**L. 4.3.B**

Students will research, analyze, and convey information about Canada or Mexico by consulting different sources.

**4. TI.3**

Students will conduct short research projects that build knowledge through investigation of different aspects of a topic.

**W. 4.7**

Students will evaluate competing theories about the origins of people in North America and evidence for dating the existence of early populations in North America to about 15,000 years ago.

**4. T2.1**



While using maps and photographs of historic culture regions of North America, students will identify archaeological evidence of some of the characteristics of major civilizations of this period.

**4. T2. 2**

On a map, students will trace European explorations, evaluate the reasons for the voyages, find new routes, and make a timeline of their landings and conquests.

**4. T3. 3**

Students will explain how archaeologists conduct research to develop theories about migration, settlement patterns, and cultures in prehistoric periods.

**4. T2. 3**

## Science



Students can give examples of some archaeological sites of Native Peoples in North America and explain their importance in the history of Americans and American life.

**4. T2. 4**

Students will learn the faster a given object is moving, the more energy it possesses.

**PS3. A. 1**

Students can explain how historians studying the European voyages use evidence, maps, illustrations, and texts produced in Europe at the time, and that all of these materials are called primary sources.

**4. T3. 1**

Students will learn energy can be moved from place to place by moving objects or through sound, light or electric currents.

**PS3. A. 2**

Students will explain who the Vikings were and describe evidence of their early encounters with Native Peoples along the North American Atlantic coast.

**4. T3. 2**

Students can use evidence to construct an explanation relating speed to the energy of that object.

**4- PS3-1**

Students will make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.

4- PS3- 2

Students will ask questions and predict outcomes about the changes in energy that occur when objects collide.

4- PS3- 3

Students will apply scientific ideas to design, test, and refine a device that converts energy from one form to another.

4- PS3- 4

Students will explain that energy is present whenever there are moving objects, sound, light, or heat and when objects collide, energy can be transferred.

PS3. B. 1

Students will understand that light also transfers energy from place to place.

PS3. B. 2

Students will learn that energy can also be transferred from place to place by electric currents.

PS3. B. 3

## Social Emotional Learning



Students will practice understanding their feelings, recover self-confidence, reflect on their personality traits, improve themselves, and learn more about becoming resilient.

4.SA.1-5

Students will apply benefits of self discipline into their own lives, while setting long-term goals, and learning to optimize their time.

4.SM.1-3

### Dailies Tip

Work on goal-setting at home by creating tasks and due dates for a larger project the family wants to get done and what steps need to be taken to get there!

# 4th Grade: Quarter 2 Overview



**Math** **Reading Comprehension** **Foundational Reading** **Writing** **Social Studies** **Science** **SEL**

In math, students will continue practicing representing multiplication and division for different purposes, while also moving into pattern creations and word problems using all four operations.

To practice reading comprehension, students will be able to differentiate between literary texts, while also describing important components within those texts. Additionally, students will summarize and determine a theme, and show understanding of figurative language elements.

As part of foundational reading, students will practice reading both prose and poetry with accuracy, expression, and an appropriate pace.

During their narrative writing exploration, students will be able to enhance their stories with dialogue, a natural flow of events, transitioning words, and incorporating a strong conclusion.

In social studies, students will uncover how the United States expanded. While moving more specifically into the Northeast territory within the United States, students will identify elements on the map and also learn more about the cultures and gender importance within this region.

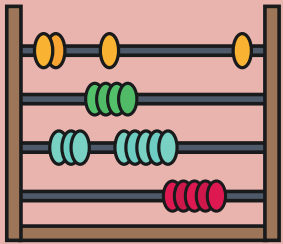
Science will continue its focus on how energy is transferred and conserved, more about the relationship between energy and force, and move into understanding engineering problems.

For SEL, students will complete their exploration into self-management skills and will be provided with more opportunities to uncover the importance of social awareness.

# 4th Grade: Quarter 2 Standards



Math Reading Comprehension Foundational Reading Writing Social Studies Science SEL



## Math

Students will solve multistep word problems using the four operations, having letters to stand for the unknown quantity in these equations.

4. OA. A. 3

Students will multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers using necessary strategies. Then, can explain and illustrate those calculations.

4. NBT. B. 5

Students will multiply or divide to solve word problems by using drawings and equations and are able to distinguish between a multiplication and additive comparison.

4. OA. A. 2

Students will find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors using learned strategies. Students can also explain and illustrate their calculations.

4. NBT. B. 6

Within a range of 1-100, students will recognize factor pairs, multiples, and if a whole number is a prime or composite.

4. OA. B. 4

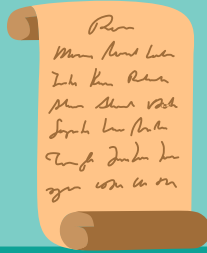
Students will generate a number or shape pattern that follows a given rule and identify features of the pattern that were not explicit in the rule itself.

4. OA. C. 5

### Dailies Tip

Use toys or even picture books at home to have your child(ren) practice math concepts and skills. Connecting to things they know and enjoy helps buy-in and makes it seem less like work!

# Reading Comprehension



Students will paraphrase portions of a text read aloud or information presented in diverse media and formats.

SL. 4. 2

Students will explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.

RL. 4. 5

Students can determine a theme of a story, drama, or poem from details in the text and also summarize the text.

RL. 4. 2

Students can describe a character, setting, or event in a story or drama, drawing on specific details in the text in depth.

RL. 4. 3

Students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings

L. 4. 5

Students are able to refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences.

RL. 4. 1

Students are able to explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

L. 4. 5. A

## Dailies Tip

While helping your child(ren) practice and apply their reading skills, have them summarize or tell you about a theme aligned with an episode of their favorite TV show or video.

Students will recognize and explain the meaning of common idioms, adages, and proverbs.

L. 4. 5. B

# Foundational Reading



Students can report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant details to support main ideas or themes.

**SL. 4. 4**

Students will read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

**RF. 4. 4. B**

Students will be able to use dialogue and description to develop experiences and events or show the responses of characters to situations.

**W. 4. 3. B**



# Writing

Students can use commas and quotation marks to mark direct speech and quotations from a text.

**L. 4. 2. B**

Students can write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**W. 4. 3**

Students can use a variety of transitional words and phrases to manage the sequence of events.

**W. 4. 3. C**

Students will orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

**W. 4. 3. A**

Students will use a comma before a coordinating conjunction in a compound sentence.

**L. 4. 2. C**

Students will practice using concrete words and phrases and sensory details to convey experiences and events precisely.

W. 4. 3. D

Students will provide a conclusion that follows from the narrated experiences or events.

W. 4. 3. E

Students can apply grade 4 Reading standards to literature.

W. 4. 9. A



## Social Studies

Students can describe how the construction of canals, roads, and railways in the 19th century helped the United States to expand westward.

4. T4. 1

Students will be able to give examples of some of the ways the United States acquired new states.

4. T4. 2

Students can compare different reasons why men and women who lived in the Eastern part of the United States wanted to move West in the 19th century, and describe aspects of pioneer life on the frontier.

4. T4. 3

Students will explain that many different groups of people immigrated to the United States from other places voluntarily and some were brought to the United States against their will.

4. T4. 4

Students can show understanding that the people of the United States were deeply divided over the question of slavery and its expansion into newly settled parts of the West, leading to the Civil War.

4. T4. 5

On a political map of the United States, students will be able to locate the states in the Northeast.

4. T4a. 1

While using print and online resources, students can construct a map of the Northeast showing cities, capitals, physical features, and includes a title, scale, compass, and map key.

4. T4a. 2

Students will explain the benefits in the 18th century of becoming a state in the United States and, as a class, construct a timeline that shows when each of the states in the region was admitted into the United States.

4. T4a. 3

Students can develop questions, conduct research, and analyze how people have adapted to the environment of the Northeast, and the effects of physical features and natural resources.

4. T4a. 4

Students will describe the diverse cultural nature of the region and various other immigrant groups from other regions of the world in the later 20th and 21st centuries.

4. T4a. 5

Students will explain that energy is present whenever there are moving objects, sound, light, or heat and when objects collide, energy can be transferred.

PS3. B. 1

Students will understand that light also transfers energy from place to place.

PS3. B. 2

Students will learn that energy can also be transferred from place to place by electric currents.

PS3. B. 3

Students will understand when objects collide, the contact forces transfer energy so as to change the objects' motions.

PS3. C

Students will be able to acknowledge that the expression "produce energy" typically refers to the conversion of stored energy into a desired form for practical use.

PS3. D

**Science**





Students will understand possible solutions to a problem are limited by materials and resources.

ETS1. A

Students will practice and recognize the importance of thinking before speaking.

4.SOA.1

## Social Emotional Learning



Students can maintain respect for their community.

4.SOA.2

Students will be able to understand the four different types of stress.

4.SM.4

Students will recognize other people's perspectives.

4.SOA.3

Students can recognize how to control their thoughts.

4.SM.5

Students can understand similarities and differences in cultures.

4.SOA.4

Students will be able to identify and create long-term motivation and its importance.

4.SM.6

Students will be able to express empathy towards others and their scenarios.

4.SOA.5

# 4th Grade: Quarter 3 Overview



**Math** **Reading Comprehension** **Foundational Reading** **Writing** **Social Studies** **Science** **SEL**

In math, students will attack the world of fractions and decimals using a visual model to explain their findings. Additionally, they'll further move into fractions, decimals, and mixed numbers within word problems.

To practice reading comprehension, students will use informational texts as their tool to find important information, identify important details and key information, while also viewing different text structures and purposes for them.

As part of foundational reading, students will continue to practice their accuracy and fluency to ensure they are understanding what they are reading.

Students will move into informational and research writing. While embedding grammar work with verb tense, phrases, vocabulary, and precise language, students will also practice linking ideas throughout their piece and finalizing with a conclusion.

In continuing their exploration throughout the United States in social studies, students will identify important features of both the Southeast and Midwest regions, highlighting components based on culture, natural disasters, and other influences throughout history.

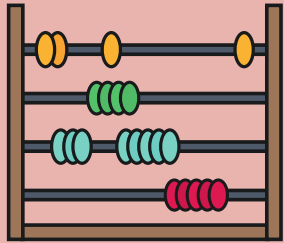
Science will move into understanding of waves, their applications, important technologies, and their properties with a focus on radiation and design solutions within an engineering field.

For SEL, students will look further into their relationship skills, as well as their decision-making in how to identify right from wrong and prevent problems from occurring in the first place.

# 4th Grade: Quarter 3 Standards



Math Reading Comprehension Foundational Reading Writing Social Studies Science SEL



## Math

Students will 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. NF. C. 5

Students will explain why a fraction  $a/b$  is equivalent to a fraction  $(n \times a)/(n \times b)$  by using visual fraction models.

4. NF. A. 1

Students will use decimal notation for fractions with denominators 10 or 100.

4. NF. C. 6

Students will compare two fractions with different numerators and different denominators while recording or justifying their conclusions with a visual fraction model.

4. NF. A. 2

Students will compare two decimals to hundredths by reasoning about their size and will record the results of comparisons by using a visual model.

4. NF. C. 7

In a multi-digit number, students will recognize a digit in the ones place represents ten times what it represents in the place to its right.

4. NBT. A. 1

Students will be able to understand a fraction  $a/b$  with  $a > 1$  as a sum of fractions  $1/b$ .

4. NF. B. 3

Students will understand addition and subtraction of fractions as joining and separating parts referring to the same whole.

4. NF. B. 3. A

Students will break down a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition justifying by using a visual fraction model.

4. NF. B. 3. B

Students will add and subtract mixed numbers with like denominators.

4. NF. B. 3. C

Students will solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators.

4. NF. B. 3. D

Students will apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

4. NF. B. 4

Students will understand a fraction  $a/b$  as a multiple of  $1/b$ .

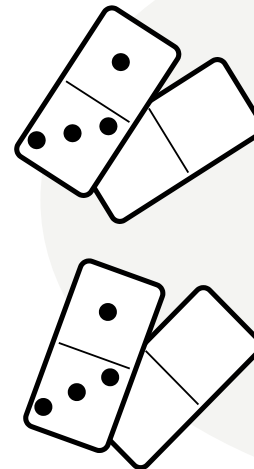
4. NF. B. 4. A

Students will understand a multiple of  $a/b$  as a multiple of  $1/b$  and use this understanding to multiply a fraction by a whole number.

4. NF. B. 4. B

Students will understand a fraction  $a/b$  as a multiple of  $1/b$ .

4. NF. B. 4. C

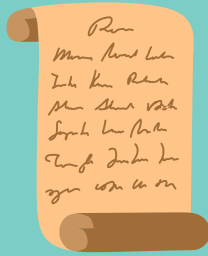


## Dailies Tip

One way to repurpose dominos and practice fractions at home:

1. Choose two dominoes
2. Top number = numerator and bottom = denominator
3. Compare - which is greater? which is less?

# Reading Comprehension



Students will refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI. 4. 1

Students will be able to 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.

RI. 4. 3

Students can determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI. 4. 2

Students will determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

RI. 4. 4

Students will be able to explain how an author uses reasons and evidence to support particular points in a text.

RI. 4. 8

Students will interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.

RI. 4. 7

Students will identify the reasons and evidence a speaker provides to support particular points.

RI. 4. 3

## Dailies Tip

Reading magazines together or asking children to research a question they have at home helps them to further practice their informational skills!

Students will describe the overall structure of events, ideas, concepts, or information in a text or part of a text.

RI. 4. 5

# Foundational Reading



Students will read with sufficient accuracy and fluency to support comprehension.

RF. 4. 4

Students can use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).

L. 4. 1. A

Students will be able to introduce a topic clearly and group related information in paragraphs and sections; including formatting, illustrations, and multimedia when useful to aiding comprehension.

W. 4. 2. A



# Writing

Students will be able to write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W. 4. 2

Students will be able to acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

L. 4. 6

Students will form and use the progressive verb tenses.

L. 4. 1. B

Students can conduct short research projects that build knowledge through investigation of different aspects of a topic

W. 4. 7

Students will develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W. 4. 2. B

Students will 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. 8

Students will provide a concluding statement or section related to the information or explanation presented.

W. 4. 2. E

Students will practice using modal auxiliaries (e.g., can, may, must) to convey various conditions.

L. 4. 1. C

Students will be able to form and use prepositional phrases.

L. 4. 1. E

Students will be able to link ideas within categories of information using words and phrases.

W. 4. 2. C

Students can apply grade 4 Reading standards to informational texts.

W. 4. 9. B

Students can use precise language and domain-specific vocabulary to inform about or explain the topic.

W. 4. 2. D



## Social Studies

Students will order adjectives within sentences according to conventional patterns.

L. 4. 1. D

On a political map of the United States, students will locate the states and the national capital city in the Southeast, and the U.S. territories in the Caribbean.

4. T4b. 1

Students will be able to describe the diverse cultural nature of the Southeast region, including contributions of Native Peoples, African Americans, Europeans and immigrant groups from other regions of the world.

**4. T4b. 2**

Students will be able to describe the diverse cultural nature of the Midwest region, including contributions of Native Peoples, African Americans, Europeans and immigrant groups from other regions of the world.

**4. T4c. 2**

Students can explain how natural disasters, such as hurricanes and floods, have affected the Southwest region, and how government and citizens have responded to catastrophic natural events.

**4. T4b. 3**

Students can explain how natural disasters, such as hurricanes and floods, have affected the Midwest region, and how government and citizens have responded to catastrophic natural events.

**4. T4c. 3**

Students will be able to describe the role of Washington, D.C. as the national capital, and give examples of its national cultural and civic resource.

**4. T4b. 4**

Using online and print resources, students will construct a map of the Midwest region providing physical features, natural resources and industries that includes a title, scale, compass, and map key.

**4. T4c. 4**

Using online and print resources, students will construct a map of the Southeast region providing physical features that includes a title, scale, compass, and map key.

**4. T4b. 5**

## Science



On a political map of the United States, students will locate the states in the Midwest; add to the timeline the admission dates for states in the Midwest.

**4. T4c. 1**

Students will develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.

**4- PS4- 1**



Students can develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.

4- PS4- 2

Students will learn that digitized information can be transmitted over long distances without significant degradation

PS4. C

Students will be able to generate and compare multiple solutions that use patterns to transfer information.

4- PS4- 3

Students will understand different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints.

ETS1. C

Students can show understanding that waves, can be made in water by disturbing the surface, and when waves move across the surface of deep water, there is no net motion in the direction of the wave.

PS4. A. 1

## Social Emotional Learning



Students will explain that waves of the same type can differ in amplitude and wavelength.

PS4. A. 2

Students will celebrate friendships, identify how to keep a team together, and better understand bullying and reading a person's body language.

4.RS.1-4

Students will understand that an object can be seen when light reflected from its surface enters the eyes.

PS4. B. 1

Students will discover and practice determining right from wrong and making the right choices. They'll explore how to learn from situations and prevent problems from occurring as well.

4.RDM.1-4

# 4th Grade: Quarter 4 Overview



**Math** **Reading Comprehension** **Foundational Reading** **Writing** **Social Studies** **Science** **SEL**

In math, students will further explore and practice their understanding with fractions and decimals while also have opportunity to work through measurement properties.

To practice reading comprehension, students will compare and contrast among different types of texts, both literature and informational, for various purposes and be able to tie together ideas from two different pieces.

As part of foundational reading, students will establish purpose for their reading and check for understanding throughout their exploration with grade level text.

Students will practice their opinion writing, while including supportive details and evidence. Audio and visuals will also be used to layer on their support as well.

While exploring the United States, in social studies, students will have the opportunity to discover more about the Southwest and West- understanding their histories, identifying their components on a map itself, and the backgrounds of people within those territories.

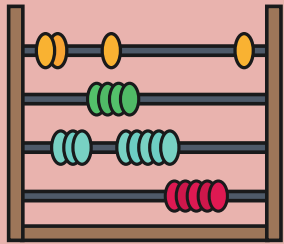
Science will work through topics ranging from plants and animals, earth and it's history, as well as diving deeper into the world of engineering.

For SEL, students will reflect on their decision-making, while also identifying other helpful tools to assist in their daily lives.

# 4th Grade: Quarter 4 Standards



Math Reading Comprehension Foundational Reading Writing Social Studies Science SEL



## Math

Students will add and subtract mixed numbers with like denominators.

4. NF. B. 3. C

Students will be able to understand a fraction  $a/b$  with  $a > 1$  as a sum of fractions  $1/b$ .

4. NF. B. 3

Students will solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators.

4. NF. B. 3. D

Students will understand addition and subtraction of fractions as joining and separating parts referring to the same whole.

4. NF. B. 3. A

Students will apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

4. NF. B. 4

Students will break down a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by using a visual fraction model.

4. NF. B. 3. B

Students will understand a fraction  $a/b$  as a multiple of  $1/b$ .

4. NF. B. 4. A

Students will understand a multiple of  $a/b$  as a multiple of  $1/b$  and use this understanding to multiply a fraction by a whole number.

4. NF. B. 4. B

Students will show knowledge of relative sizes of measurement units and express measurements in a larger unit in terms of a smaller unit.

4. MD. A. 1

Students will understand a fraction  $a/b$  as a multiple of  $1/b$ .

4. NF. B. 4. C

Students can use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money and represent measurement quantities.

4. MD. A. 2

Students will be able to make a line plot to display a data set of measurements in fractions of a unit and solve problems involving addition and subtraction of fractions by using information presented in line plots.

4. MD. B. 4

Students will be able to apply the area and perimeter formulas for rectangles in real world and mathematical problems.

4. MD. A. 3

Students will be able to interpret a multiplication equation as a comparison and represent verbal statements of comparisons as equations.

4. OA. A. 1

Students can draw points, lines, line segments, rays, angles, and perpendicular and parallel lines, and identify these in two-dimensional figures.

4. G. A. 1

Students will use decimal notation for fractions with denominators 10 or 100.

4. NF. C. 6

Students will be able to classify two-dimensional figures based on parallel or perpendicular lines, or the specified size, and recognize right triangles as a category.

4. G. A. 2

Students can recognize a line of symmetry for a two-dimensional figure, identify line-symmetric figures, and draw lines of symmetry.

**4. G. A. 3**

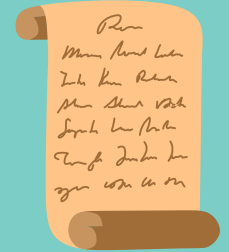
Students will recognize angle measure as additive, and solve addition and subtraction problems to find unknown angles on a diagram.

**4. MD. C.7**

Students will be able to recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement.

**4. MD. C.5**

## Reading Comprehension



Students will understand that an angle is measured with reference to a circle with its center at the common endpoint of the rays and more about a one-degree angle.

**4. MD. C.5. A**

Students will be able to compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

**RL. 4. 6**

Students can recognize that an angle that turns through  $n$  one-degree angles is said to have an angle measure of  $n$  degrees.

**4. MD. C.5. B**

Students will 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.

**RL. 4. 7**

Students will be able to measure angles in whole-number degrees using a protractor. They will practice sketching angles of specified measure.

**4. MD. C.6**

Students can compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.

**RL. 4. 9**

Students will be able to compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

RI. 4. 6

Students will integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

RI. 4. 9

By the end of year, students will be able to read and comprehend informational texts on topics such as history and social studies, science, or other technical texts.

RI. 4. 10

## Foundational Reading



Students will be able to read grade-level text with purpose and understanding.

RF. 4. 4. A



## Writing

Students will be able to write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W. 4. 1

Students will 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.

W. 4. 1. A

Students will provide reasons that are supported by facts and details.

W. 4. 1. B

Students will draw evidence from literary or informational texts to support analysis, reflection, and research.

W. 4. 9

Students will be able to link opinion and reasons using words and phrases.

**W. 4. 1. C**

Students will provide a concluding statement or section related to the opinion presented.

**W. 4. 1. D**

Students will add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

**SL. 4. 5**



## **Social Studies**

On a political map, students will be able to locate the states in the Southwest and add admission dates for states in the Southwest to timeline.

**4. T4d. 1**

Students can explain that Texas, Arizona, and New Mexico were territories that formerly belonged to Mexico prior to Texas declaring independence 1836, and Arizona and New Mexico being taken by the United States.

**4. T4d. 2**

Students will describe the diverse cultural nature of the region, including contributions of Native Peoples, African Americans, Europeans, Mexicans, and immigrant groups from other regions of the world settling in the region over time.

**4. T4d. 3**

Students will explain how natural disasters, such as hurricanes and drought, have affected the region, and how government and citizens have responded to catastrophic natural events.

**4. T4d. 4**

Students can construct a map of a state in the Southwest region that provides information about important features, Native Peoples' journeys, European exploration and pioneer settlements of the 17th-19th centuries.

**4. T4d. 5**

On a political map, students will locate the states in the West and the U.S. territories in the Pacific Ocean and add the admission dates for states in the West to the timeline.

**4. T4e. 1**

Students will explain that California, Colorado, and Utah were territories that belonged to Mexico and were taken by the United States as a result of the Mexican-American War 1846-1848.

4. T4e. 2

## Science



Students can describe the diverse cultural nature of the region, including contributions of Native Peoples, African Americans, Europeans, the Mexicans, the Chinese, Japanese, and immigrant groups from other regions.

4. T4e. 3

Students can construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

4- LS1-1

Students will be able to explain how disasters, such as drought and forest fires, have affected the region, and how government and citizens have responded to catastrophic events.

4. T4e. 4

Students will 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.

4- LS1-2

Using print and online resources, students can construct a map of a state in the West region that provide important information and features.

4. T4e. 5

Students will understand that plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction.

LS1. A

### Dailies Tip

Going on a road trip? Play the license plate game! Which state license plates can you find? Encourage your child(ren) to determine which region that state belongs to!

Students can recognize that different sense receptors are specialized for particular kinds of information, which may be then processed by the animal's brain while helping to guide their actions.

LS1. D



Students will identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.

4- ESS1- 1

Students can understand that living things affect the physical characteristics of their regions.

ESS2. E

Students can show their understanding that local, regional, and global patterns of rock formations reveal changes over time due to earth forces, such as earthquakes.

ESS1. C

Students will recognize the locations of mountain ranges, deep ocean trenches, ocean floor structures, earthquakes, and volcanoes occur in patterns.

ESS2. B

Students will make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.

4- ESS2- 1

Students can obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

4- ESS3- 1

Students will be able to analyze and interpret data from maps, to describe patterns of Earth's features.

4- ESS2- 2

Students will generate and compare multiple solutions to reduce the impacts of natural Earth processes.

4- ESS3- 2

Students will understand that rainfall helps to shape the land and affects the types of living things found in a region.

ESS2. A

Students will recognize that energy and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways. Some resources are renewable over time, and others are not.

ESS3. A

Students will show understanding that a variety of hazards result from natural processes and humans cannot eliminate the hazards but can take steps to reduce their impacts.

**ESS3. B**

Students will recognize that possible solutions to a problem are limited by available materials and resources. The success of a designed solution is determined by considering the desired features of a solution.

**ETS1. A**

Students can test a solution involving investigating how well it performs under a range of likely conditions.

**ETS1. B**

Students will be able to recognize that tests are often designed to identify failure points or difficulties, which suggest the elements of the design that need to be improved.

**ETS1. B. 3**

Students will define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

**3-5 ETS1- 1**

Students will understand that different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints.

**ETS1. C**

Students can generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

**3-5 ETS1- 2**

## Social Emotional Learning



Students will be able to plan and carry out tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

**3-5 ETS1- 3**

Students will continue to evaluate decisions and apply their reflection skills, while also identifying ways to help themselves and others around them.

**4.RDM.5-6 & 4.MS.1-7**