

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 8 Pacing Guide

ELA

Unit 9 Pacing Guide



Reading Foundational Skills:

RF.4.3a: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to **read accurately** unfamiliar multisyllabic words in context and out of context.

RF.4.4a: **Read grade-level** text with purpose and understanding.

RF.4.4c: **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.4.4: Determine the meaning of **general academic and domain-specific words or phrases** in a text.

RI.4.9: **Integrate information from two texts** on the same topic in order to write or speak about the subject knowledgeably.

RI.4.10 By the end of the year, **read and comprehend informational texts**, including history/social studies, science, and technical texts.

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.

RL.4.4: Determine the **meaning of words and phrases** as they are used in a text, including those that allude to significant characters found in mythology.

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.4.1a: **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.

SL.4.1b: Follow agreed-upon **rules for discussions** and carry out assigned roles.

SL.4.1c: **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.

Language:

L.4.1a: Use **relative pronouns**.

L.4.1c: Use **modal auxiliaries** to convey various conditions.

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.4.6: Acquire and use accurately **grade-appropriate general academic and domain-specific words and phrases**, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

Math

Topic 13 :

Measurement: Find Equivalence in Units of Measure

7 lessons over 12 days

Topic 15:

Geometric Measurement: Understand Concepts of Angles and Angle Measurement

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 13: Curriculum Guide](#)

[Topic 15: Curriculum Guide](#)

Integrated Strategies

Engagement:

[Graphic Organizers](#)

When graphic organizers are simple and used often, they can improve the ways in which students engage with texts. Graphic organizers cause students to slow down their reading process, taking reading from being a more passive activity to an active engagement.

Blended Learning:

Games-Simulations-AR-VR-AI

Students use tools such as Minecraft Education Edition, BrainPop, iCivics, PhET Simulations, PrismsVR, Sandbox AR, etc. to create and explore virtual worlds. These tools may provide otherwise unattainable experiences that enhance the learning of academic concepts.

Language ELlevation:

[I Am Monologues](#)

Students will:
Assume the identity of a person, place, thing, or idea
Prepare a few short talking points from that point of view
Verbally share the point of view with peers
This can be done K-12 with embedded supports and scaffolds.

Science

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

(March 18 – June 7)

Investigation 1: Soils & Weathering (March 18 – April 19)

4-ESS2-1: Make observations and/or measurements to provide evidence of the effect of weathering or the rate of erosion by water, ice, wind, or vegetation.

Investigation 2: Landforms (April 22– May 6)

4-ESS1-1: Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.

4-ESS2-2: Analyze and interpret data from maps to describe patterns of Earth's features.

[Foss Pacing Guide](#)

