



# 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 by the end of the school year.



## ELA

### Unit 5 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.

#### 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.

RI.4.10 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:

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.4.9b Apply grade 4 Reading Standards to informational texts.

#### 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.4.1b Form and use the **progressive verb tenses**.

L.4.1e Form and use **prepositional phrases**.

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

L.4.4c: **Consult reference materials** both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

# Math

# Integrated Strategies

## Topic 8:

**Extend Understanding of Fraction Equivalence and Ordering**  
7 lessons

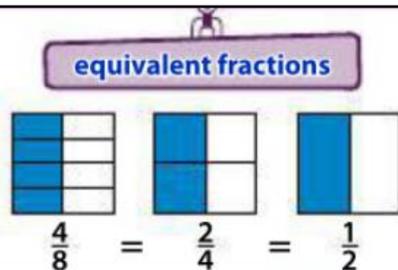
## Topics 9 & 11 :

**Understanding Addition and Subtraction of Fractions & Represent and Interpret Data on Line Plots**  
15 lessons

## 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 8: Curriculum Guide](#)

[Topic 6: Curriculum Guide](#)

## Engagement:

[Writing-across-the-curriculum](#) strategies help students synthesize knowledge, ask deeper questions, and prepare for longer, more substantive pieces of writing. By providing students with a variety of writing opportunities with different subjects, they are likely to be more engaged in the classroom.

## Blended Learning:

**Collaborative Documents**  
Students work on digital products with a partner or small group. Products may include: Word, PowerPoint, Sway, Excel, Canva design, video. Students have shared ownership and editing rights.

## Language

### [Sentence Scramble](#)

Respond to a question or prompt by stating a sentence.  
Write the sentence or dictate the sentence while the teacher scribes.  
Cut up written sentence into individual words.  
Work with peers to reconstruct and then write the completed sentence

# Science

## Physical Science – [Energy](#)

(November 13 – March 15)

### Investigation 3:

4-PS3-2: Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.

4-PS3-3: Ask questions and predict outcomes about the changes in energy that occur when objects collide.

4-PS3-4: Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.

3-5-ETS1: Engineering Design

[Foss Pacing Guide](#)

### Simple Electromagnet

