



# 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 3 Pacing Guide](#)

# ELA

## [Unit 4 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.

### 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.4.10: 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.4.1d Order **adjectives** within sentences according to conventional patterns  
L.4.1f: Produce **complete sentences**, recognizing and correcting inappropriate fragments and run-ons.

L.4.1g: Correctly use frequently **confused words**.

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**.

# Math

## Topic 4:

Use Strategies and Properties to Multiply 2-Digit Numbers  
11 Lessons

## Topic 5:

Use Strategies and Properties to Divide by 1-Digit Numbers  
10 Lessons

### 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)

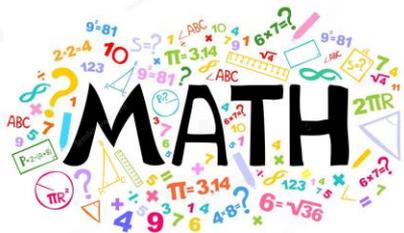
They **apply** their **understanding** of models for multiplication (equal-sized groups, arrays, area models), **place value**, and **properties of operations**, in particular the distributive property, as they **develop, discuss, and use** efficient, accurate, and generalizable methods to **compute** 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 4: Curriculum Guide](#)

[Topic 5: Curriculum Guide](#)



# Integrated Strategies

## Engagement:

### [Realia](#)

Realia refers to authentic objects from real life that one uses in the classroom to teach a specific concept. Realia can be both physical and virtual, if it is something used in the real world.

## Blended Learning:

### Formative Assessment

Students use digital tools like Nearpod, Quizizz, Padlet, etc. to take short quizzes or complete exit tickets, providing teachers with immediate data.

## Language ELLevation:

### [Signal Word Flip Books](#)

*Great way for students to learn vocabulary and make meaning of words and even phrases within a text.*  
\*Identify relevant signal words within a text  
\*Track words using a personal flip book  
\*Write sentences using the words in meaningful context

# Science

## LIFE SCIENCE – [Environments](#)

( Investigation 4 – Nov. 1-9: finish the Unit)

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.

## Physical Science – [Energy](#)

( Investigation 1: Nov. 13 – Dec. 7)

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-PS3-4: 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](#)

