



Fourth Grade Elementary Curriculum Essentials

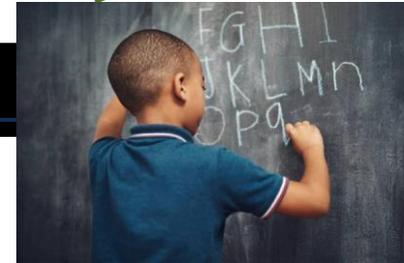
A quick glance at the standards/outcomes you should be seeing in your classrooms this month. All grade level [Standards](#) are expected to be taught; however, the essential standards need to be mastered/secured prior to the end of the school year.



[Unit 2 Pacing Guide](#)

ELA

[Unit 3 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.4.9a Apply reading standards to literature (e.g., Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text).

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.4.1d Order **adjectives** within sentences according to conventional patterns

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

L.4.4: 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.4.5a Explain the meaning of **simple similes and metaphors**

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 3:
Use Strategies and Properties to Multiply by 1-Digit Numbers
10 Lessons

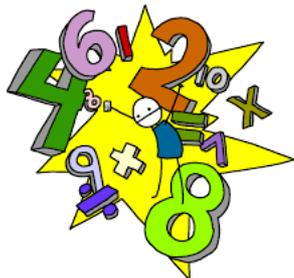
Topic 4:
Use Strategies and Properties to Multiply 2-Digit Numbers
11 Lessons

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 3: Curriculum Guide](#)

[Topic 4: Curriculum Guide](#)

Integrated Strategies

Engagement:

[Exit Tickets](#)

Provides feedback to the teacher about the class; requires the student to do some synthesis of the day's content; challenges the student with a question requiring some application of what was learned in the lesson.

Blended Learning:

[Choice Boards/](#)
[Playlists/Hyperdocs](#)

Students are able to work independently (by themselves or with a partner/group) through all or part of a lesson because the teacher has provided them with a digital document that has tasks and resources linked. Students will typically be able to navigate to the resources to view/read, they can also edit their own copy and submit it through Teams or Canvas.

Language

ELLevation:
[Vocab Go Fish](#)

Science

LIFE SCIENCE – Environments

(Investigations 3.1 - 4.1 – finish in November)

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.

4-ESS3-1: Generate and compare multiple solutions to reduce the impact of natural Earth processes on humans.

4-ESS3-2: Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans

[Environments Unit](#)

[Foss Pacing Guide](#)

[Materials & Organism Delivery](#)

[Plant and Animal Care](#)

