



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.



ELA



Establishing Routines:

- SL.4.1: Engage in collaborative discussions
- SL.4.1a: Come to discussions prepared
- SL.4.1b: Follow agreed-upon rules for discussion
- SL.4.1c: Pose and respond to questions to clarify or follow-up
- SL.4.1d: Review key ideas and explain their own

Read Aloud and Book Discussion:

- SL.4.1: Engage in collaborative discussions
- SL.4.1b: Follow agreed-upon rules for discussion
- SL.4.1c: Pose and respond to questions to clarify or follow up
- RF.4.4: Read with accuracy and fluency
- RL.4.1: Refer to details and examples in text
- RI.4.1: Refer to details and examples in text
- RI.4.10: Read and comprehend informational text
- W.4.5: With guidance and support develop and strengthen writing
- W.4.8: Recall or gather information from print and digital sources, take notes and categorize

Word Work:

- RF.4.4c: Use context to confirm/self-correct word recognition and understanding
- L.4.4b: Use common, grade-appropriate Greek & Latin affixes and roots as clues to the meaning of a word

Independent Reading:

- RL.4.1: Refer to details and examples in text
- RL.4.10: Read and comprehend literature
- RI.4.1: Refer to details and examples in text
- RI.4.10: Read and comprehend informational text
- W.4.8: Recall or gather information from print and digital sources, take notes and categorize

Writing:

- SL.4.1c: Pose and respond to questions to clarify or follow up
- RL.4.1: Refer to details and examples in text
- W.4.5: With guidance and support develop and strengthen writing
- W.4.9: Draw evidence from texts to support analysis, reflection and research

Independent Writing:

- SL.4.1: Engage in collaborative discussions
- W.4.5: With guidance and support develop and strengthen writing
- W.4.8: Recall or gather information from print and digital sources, take notes and categorize
- W.4.9: Draw evidence from texts to support analysis, reflection and research

[Review & Routines Pacing Guide](#)

Math

Use Place Value and the Properties of Operations to Operate on Whole Numbers

Topic 1: Generalize Place Value Understanding

Topic 2: Fluently Add and Subtract Multi-Digit Whole Numbers

Critical Content Area 1 - Generalize understanding of place value, understanding relative sizes.

Apply understanding, place value, properties of operations, develop, discuss and use methods to compute products, estimate or mentally calculate products, understand and explain, solve.

Understanding of models, place value, properties of operations, relationship of division to multiplication, develop discuss and use, estimate and mentally calculate quotients, interpret

[Envision Pacing Framework](#)

[Topic 1: Curriculum Guide](#)

[Topic 2: Curriculum Guide](#)



Integrated Strategies

Engagement:

[Accountable talk](#)
Further develops what others have said through observations, ideas, opinions, or more information. (Aligns with Standard 3b and c)

Blended Learning:

Videos and Screencasting
Students interacting with short (<10 minutes) video lessons that are teacher-created or curated.
Students creating videos as formative assessment, discussion, or projects.

Language ELLevation:

[Be a Detective](#)
The Be a Detective activity encourages conversation with visual aids related to Tier I content (any subject). This activity can be done whole class or in small groups.

Science

LIFE SCIENCE - Environments

4-LS1-1: Plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

4-LS1-2: 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.

[Environments Unit](#)

[Foss Pacing Guide](#)

[Materials & Organism Delivery](#)

[Plant and Animal Care](#)

