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4th Grade Year Long Plans 2018-2019

Term 1:	Standards:
<p>Math</p>	<p>CCSS.MATH.CONTENT.4.NBT.A.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right</p> <p>CCSS.MATH.CONTENT.4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>CCSS.MATH.CONTENT.4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.</p> <p>CCSS.MATH.CONTENT.4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>CCSS.MATH.CONTENT.4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>CCSS.MATH.CONTENT.4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p>
<p>ELA</p>	<p>CCSS.ELA-LITERACY.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.</p> <p>CCSS.ELA-LITERACY.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>CCSS.ELA-LITERACY.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>CCSS.ELA-LITERACY.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 (e.g., Herculean).</p> <p>CCSS.ELA-LITERACY.RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>CCSS.ELA-LITERACY.RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>CCSS.ELA-LITERACY.RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p>CCSS.ELA-LITERACY.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</p>

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the range.

[CCSS.ELA-LITERACY.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.

[CCSS.ELA-LITERACY.RI.4.2](#)

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

[CCSS.ELA-LITERACY.RI.4.3](#)

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

[CCSS.ELA-LITERACY.RI.4.4](#)

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.

[CCSS.ELA-LITERACY.RI.4.5](#)

Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

[CCSS.ELA-LITERACY.RI.4.7](#)

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

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

[CCSS.ELA-LITERACY.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.

[CCSS.ELA-LITERACY.SL.4.1.A](#)

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.

[CCSS.ELA-LITERACY.SL.4.1.B](#)

Follow agreed-upon rules for discussions and carry out assigned roles.

[CCSS.ELA-LITERACY.SL.4.1.C](#)

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.

[CCSS.ELA-LITERACY.SL.4.1.D](#)

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

[CCSS.ELA-LITERACY.SL.4.2](#)

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

[CCSS.ELA-LITERACY.SL.4.4](#)

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

[CCSS.ELA-LITERACY.L.4.1](#)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[CCSS.ELA-LITERACY.L.4.1.E](#)

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	<p>Form and use prepositional phrases. CCSS.ELA-LITERACY.L.4.1.F Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* CCSS.ELA-LITERACY.L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCSS.ELA-LITERACY.L.4.2.A Use correct capitalization. CCSS.ELA-LITERACY.L.4.2.B Use commas and quotation marks to mark direct speech and quotations from a text. CCSS.ELA-LITERACY.L.4.2.C Use a comma before a coordinating conjunction in a compound sentence. CCSS.ELA-LITERACY.L.4.2.D Spell grade-appropriate words correctly, consulting references as needed. CCSS.ELA-LITERACY.L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. CCSS.ELA-LITERACY.L.4.3.A Choose words and phrases to convey ideas precisely.* CCSS.ELA-LITERACY.L.4.3.B Choose punctuation for effect.* CCSS.ELA-LITERACY.L.4.3.C Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). CCSS.ELA-LITERACY.L.4.5.C Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). CCSS.ELA-LITERACY.RF.4.3.A 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. CCSS.ELA-LITERACY.RF.4.4.A Read grade-level text with purpose and understanding. CCSS.ELA-LITERACY.RF.4.4.B Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-LITERACY.RF.4.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS.ELA-LITERACY.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. CCSS.ELA-LITERACY.W.4.1.A Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. CCSS.ELA-LITERACY.W.4.1.B Provide reasons that are supported by facts and details. CCSS.ELA-LITERACY.W.4.1.C Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>). CCSS.ELA-LITERACY.W.4.1.D Provide a concluding statement or section related to the opinion presented.</p>
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	<p>CCSS.ELA-LITERACY.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>CCSS.ELA-LITERACY.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)</p> <p>CCSS.ELA-LITERACY.W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>CCSS.ELA-LITERACY.W.4.9.A Apply <i>grade 4 Reading standards</i> to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").</p> <p>CCSS.ELA-LITERACY.W.4.9.B Apply <i>grade 4 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").</p> <p>CCSS.ELA-LITERACY.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>CCSS.ELA-LITERACY.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>CCSS.ELA-LITERACY.W.4.3.A Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>CCSS.ELA-LITERACY.W.4.3.B Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>CCSS.ELA-LITERACY.W.4.3.C Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>CCSS.ELA-LITERACY.W.4.3.D Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>CCSS.ELA-LITERACY.W.4.3.E Provide a conclusion that follows from the narrated experiences or events.</p>
<p>Science</p>	<p>Transfer of Energy</p> <p>4-PS3-1 Use evidence to construct an explanation relating the speed of an object to the energy of that object.</p> <p>4-PS3-2 Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.</p> <p>4-PS3-3 Ask questions and predict outcomes about the changes in energy that occur when objects collide.</p> <p>4-PS3-4 Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.</p>

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	<p>Force and Motion</p> <p>4-PS3-1. Use evidence to construct an explanation relating the speed of an object to the energy of that object.</p> <p>4-PS3-4. Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.</p> <p>3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.</p> <p>3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.</p> <p>3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.</p>
<p>Social Studies</p>	<p>Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p>Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.</p>
<p style="text-align: center;">Term 2:</p>	<p style="text-align: center;">Standards:</p>
<p>Math</p>	<p>CCSS.MATH.CONTENT.4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>CCSS.MATH.CONTENT.4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>CCSS.MATH.CONTENT.4.OA.A.1 Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.</p> <p>CCSS.MATH.CONTENT.4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.¹</p> <p>CCSS.MATH.CONTENT.4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>CCSS.MATH.CONTENT.4.OA.B.4 Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-</p>

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	<p>100 is prime or composite. CCSS.MATH.CONTENT.4.NF.A.1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. CCSS.MATH.CONTENT.4.NF.A.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</p>
<p>ELA</p>	<p>CCSS.ELA-LITERACY.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. CCSS.ELA-LITERACY.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. CCSS.ELA-LITERACY.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). CCSS.ELA-LITERACY.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 (e.g., Hercules). CCSS.ELA-LITERACY.RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. CCSS.ELA-LITERACY.RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. CCSS.ELA-LITERACY.RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. CCSS.ELA-LITERACY.RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. CCSS.ELA-LITERACY.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. CCSS.ELA-LITERACY.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. CCSS.ELA-LITERACY.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>

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	<p>CCSS.ELA-LITERACY.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>CCSS.ELA-LITERACY.RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>CCSS.ELA-LITERACY.RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>CCSS.ELA-LITERACY.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>CCSS.ELA-LITERACY.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>CCSS.ELA-LITERACY.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.</p> <p>CCSS.ELA-LITERACY.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-LITERACY.SL.4.1.A 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.</p> <p>CCSS.ELA-LITERACY.SL.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>CCSS.ELA-LITERACY.SL.4.1.C 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.</p> <p>CCSS.ELA-LITERACY.SL.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>CCSS.ELA-LITERACY.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>CCSS.ELA-LITERACY.SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>CCSS.ELA-LITERACY.L.4.1.B Form and use the progressive (e.g., <i>I was walking</i>; <i>I am walking</i>; <i>I will be walking</i>) verb tenses.</p> <p>CCSS.ELA-LITERACY.L.4.1.C Use modal auxiliaries (e.g., <i>can</i>, <i>may</i>, <i>must</i>) to convey various conditions.</p> <p>CCSS.ELA-LITERACY.L.4.1.D Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p>
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	<p>CCSS.ELA-LITERACY.L.4.1.E Form and use prepositional phrases.</p> <p>CCSS.ELA-LITERACY.L.4.1.F Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>CCSS.ELA-LITERACY.L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCSS.ELA-LITERACY.L.4.1.G Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*</p> <p>CCSS.ELA-LITERACY.L.4.2.A Use correct capitalization.</p> <p>CCSS.ELA-LITERACY.L.4.2.B Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>CCSS.ELA-LITERACY.L.4.2.C Use a comma before a coordinating conjunction in a compound sentence.</p> <p>CCSS.ELA-LITERACY.L.4.2.D Spell grade-appropriate words correctly, consulting references as needed.</p> <p>CCSS.ELA-LITERACY.L.4.3.A Choose words and phrases to convey ideas precisely.*</p> <p>CCSS.ELA-LITERACY.L.4.3.B Choose punctuation for effect.*</p> <p>CCSS.ELA-LITERACY.L.4.3.C Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p> <p>CCSS.ELA-LITERACY.L.4.4.A Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>CCSS.ELA-LITERACY.L.4.4.C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>CCSS.ELA-LITERACY.L.4.5.B Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>CCSS.ELA-LITERACY.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CCSS.ELA-LITERACY.RF.4.3.A 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.</p> <p>CCSS.ELA-LITERACY.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>CCSS.ELA-LITERACY.RF.4.4.A Read grade-level text with purpose and understanding.</p> <p>CCSS.ELA-LITERACY.RF.4.4.B Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>CCSS.ELA-LITERACY.RF.4.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>CCSS.ELA-LITERACY.W.4.3</p>
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	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. CCSS.ELA-LITERACY.W.4.3.A</p> <p>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. CCSS.ELA-LITERACY.W.4.3.B</p> <p>Use dialogue and description to develop experiences and events or show the responses of characters to situations. CCSS.ELA-LITERACY.W.4.3.C</p> <p>Use a variety of transitional words and phrases to manage the sequence of events. CCSS.ELA-LITERACY.W.4.3.D</p> <p>Use concrete words and phrases and sensory details to convey experiences and events precisely. CCSS.ELA-LITERACY.W.4.3.E</p> <p>Provide a conclusion that follows from the narrated experiences or events. CCSS.ELA-LITERACY.W.4.2</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly. CCSS.ELA-LITERACY.W.4.2.A</p> <p>Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. CCSS.ELA-LITERACY.W.4.2.B</p> <p>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. CCSS.ELA-LITERACY.W.4.2.C</p> <p>Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). CCSS.ELA-LITERACY.W.4.2.D</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic. CCSS.ELA-LITERACY.W.4.2.E</p> <p>Provide a concluding statement or section related to the information or explanation presented. CCSS.ELA-LITERACY.W.4.9</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research. CCSS.ELA-LITERACY.W.4.9.A</p> <p>Apply <i>grade 4 Reading standards</i> to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). CCSS.ELA-LITERACY.W.4.9.B</p> <p>Apply <i>grade 4 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). CCSS.ELA-LITERACY.W.4.10</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<p>Science</p>	<p>Waves</p> <p>4-PS4-1. Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.</p> <p>4-PS4-2. Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.</p> <p>4-PS4-3. Generate and compare multiple solutions that use patterns to transfer information.</p>

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	<p>3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.</p> <p>3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.</p> <p>Weathering and Erosion</p> <p>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.</p> <p>4-ESS2-1. Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.</p> <p>4-ESS3-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.</p>
Social Studies	Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.
Term 3:	Standards:
Math	<p>CCSS.MATH.CONTENT.4.NF.B.3 Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.</p> <p>CCSS.MATH.CONTENT.4.NF.B.3.A Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</p> <p>CCSS.MATH.CONTENT.4.NF.B.3.B Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. <i>Examples:</i> $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$.</p> <p>CCSS.MATH.CONTENT.4.NF.B.3.C Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.</p> <p>CCSS.MATH.CONTENT.4.NF.B.3.D Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.</p> <p>CCSS.MATH.CONTENT.4.NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.</p> <p>CCSS.MATH.CONTENT.4.NF.B.4.A Understand a fraction a/b as a multiple of $1/b$.</p> <p>CCSS.MATH.CONTENT.4.NF.B.4.B Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number.</p> <p>CCSS.MATH.CONTENT.4.NF.B.4.C Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.</p> <p>CCSS.MATH.CONTENT.4.NF.A.1</p>

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	<p>Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p> <p>CCSS.MATH.CONTENT.4.NF.C.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.</p> <p>CCSS.MATH.CONTENT.4.NF.C.6 Use decimal notation for fractions with denominators 10 or 100.</p> <p>CCSS.MATH.CONTENT.4.NF.C.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.</p> <p>CCSS.MATH.CONTENT.4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>CCSS.MATH.CONTENT.4.MD.B.4 Make a line plot to display a data set of measurements in fractions of a unit ($1/2$, $1/4$, $1/8$). Solve problems involving addition and subtraction of fractions by using information presented in line plots.</p>
<p>ELA</p>	<p>CCSS.ELA-LITERACY.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.</p> <p>CCSS.ELA-LITERACY.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>CCSS.ELA-LITERACY.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>CCSS.ELA-LITERACY.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 (e.g., Hercules).</p> <p>CCSS.ELA-LITERACY.RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>CCSS.ELA-LITERACY.RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>CCSS.ELA-LITERACY.RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p>CCSS.ELA-LITERACY.RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p>CCSS.ELA-LITERACY.RL.4.10</p>

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	<p>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.</p> <p>CCSS.ELA-LITERACY.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.</p> <p>CCSS.ELA-LITERACY.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>CCSS.ELA-LITERACY.RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>CCSS.ELA-LITERACY.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>CCSS.ELA-LITERACY.RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>CCSS.ELA-LITERACY.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>CCSS.ELA-LITERACY.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.</p> <p>CCSS.ELA-LITERACY.SL.4.1.A 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.</p> <p>CCSS.ELA-LITERACY.SL.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>CCSS.ELA-LITERACY.SL.4.1.C 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.</p> <p>CCSS.ELA-LITERACY.SL.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>CCSS.ELA-LITERACY.SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>CCSS.ELA-LITERACY.SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>CCSS.ELA-LITERACY.SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p> <p>CCSS.ELA-LITERACY.L.4.1.D Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather</p>
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	<p>than <i>a red small bag</i>).</p> <p>CCSS.ELA-LITERACY.L.4.2.A Use correct capitalization.</p> <p>CCSS.ELA-LITERACY.L.4.2.B Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>CCSS.ELA-LITERACY.L.4.2.C Use a comma before a coordinating conjunction in a compound sentence.</p> <p>CCSS.ELA-LITERACY.L.4.2.D Spell grade-appropriate words correctly, consulting references as needed.</p> <p>CCSS.ELA-LITERACY.L.4.3.A Choose words and phrases to convey ideas precisely.*</p> <p>CCSS.ELA-LITERACY.L.4.3.B Choose punctuation for effect.*</p> <p>CCSS.ELA-LITERACY.L.4.3.C Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion)</p> <p>CCSS.ELA-LITERACY.L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>CCSS.ELA-LITERACY.L.4.4.A Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>CCSS.ELA-LITERACY.L.4.4.C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>CCSS.ELA-LITERACY.L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>CCSS.ELA-LITERACY.L.4.5.A Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p> <p>CCSS.ELA-LITERACY.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 (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p> <p>CCSS.ELA-LITERACY.RF.4.3.A 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.</p> <p>CCSS.ELA-LITERACY.RF.4.4.A Read grade-level text with purpose and understanding.</p> <p>CCSS.ELA-LITERACY.RF.4.4.B Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>CCSS.ELA-LITERACY.RF.4.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>CCSS.ELA-LITERACY.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>
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	<p>CCSS.ELA-LITERACY.W.4.2.A Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>CCSS.ELA-LITERACY.W.4.2.B Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>CCSS.ELA-LITERACY.W.4.2.C Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p> <p>CCSS.ELA-LITERACY.W.4.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>CCSS.ELA-LITERACY.W.4.2.E Provide a concluding statement or section related to the information or explanation presented.</p> <p>CCSS.ELA-LITERACY.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>CCSS.ELA-LITERACY.W.4.3.A Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>CCSS.ELA-LITERACY.W.4.3.B Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>CCSS.ELA-LITERACY.W.4.3.C Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>CCSS.ELA-LITERACY.W.4.3.D Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>CCSS.ELA-LITERACY.W.4.3.E Provide a conclusion that follows from the narrated experiences or events.</p> <p>CCSS.ELA-LITERACY.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>CCSS.ELA-LITERACY.W.4.1.A Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>CCSS.ELA-LITERACY.W.4.1.B Provide reasons that are supported by facts and details.</p> <p>CCSS.ELA-LITERACY.W.4.1.C Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p> <p>CCSS.ELA-LITERACY.W.4.1.D Provide a concluding statement or section related to the opinion presented.</p>
<p>Science</p>	<p>Earth Processes</p> <p>4-ESS2-2. Analyze and interpret data from maps to describe patterns of Earth's features.</p> <p>4-ESS3-2. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.</p> <p>3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.</p> <p>3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.</p>

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	<p>Structure and Function 4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.</p>
<p>Social Studies</p>	<p>Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups. Students understand economic principles and are able to make economic decisions that have consequences in daily living.</p>
<p style="text-align: center;">Term 4:</p>	<p style="text-align: center;">Standards:</p>
<p>Math</p>	<p>CCSS.MATH.CONTENT.4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>CCSS.MATH.CONTENT.4.NF.B.3.C Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.</p> <p>CCSS.MATH.CONTENT.4.NF.B.3.D Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.</p> <p>CCSS.MATH.CONTENT.4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.</p> <p>CCSS.MATH.CONTENT.4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>CCSS.MATH.CONTENT.4.MD.A.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems.</p> <p>CCSS.MATH.CONTENT.4.MD.C.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: CCSS.MATH.CONTENT.4.MD.C.5.A An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a "one-degree angle," and can be used to measure angles.</p> <p>CCSS.MATH.CONTENT.4.MD.C.5.B An angle that turns through n one-degree angles is said to have an angle measure of n degrees. CCSS.MATH.CONTENT.4.MD.C.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.</p>

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	<p>CCSS.MATH.CONTENT.4.MD.C.7 Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.</p> <p>CCSS.MATH.CONTENT.4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.</p> <p>CCSS.MATH.CONTENT.4.G.A.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</p> <p>CCSS.MATH.CONTENT.4.G.A.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</p> <p>CCSS.MATH.CONTENT.4.G.A.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.</p>
<p>ELA</p>	<p>CCSS.ELA-LITERACY.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>CCSS.ELA-LITERACY.W.4.1.A Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>CCSS.ELA-LITERACY.W.4.1.B Provide reasons that are supported by facts and details.</p> <p>CCSS.ELA-LITERACY.W.4.1.C Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p> <p>CCSS.ELA-LITERACY.W.4.1.D Provide a concluding statement or section related to the opinion presented.</p>
<p>Science</p>	<p>How Organisms Process Information</p> <p>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.</p> <p>4-PS4-2. Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.</p>
<p>Social Studies</p>	<p>Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations</p> <p>Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.</p>