

ELA			
Timeline (# of days)	Topic	Standards	Key Vocabulary
40 Days	<p><u>Reading Literature</u></p> <ul style="list-style-type: none"> □ Ask and answer questions with explicit text evidence. Drawing inferences from the text. □ Determining the theme of a story, drama, or poem from details in text. □ Describing characters, setting and events. Specific character's thoughts, actions, and words. <p><u>Reading Informational</u></p> <ul style="list-style-type: none"> □ Explaining what the text explicitly says and drawing inference □ Determine the main idea of text and supporting key details. Summarize the text. 	<p>RL.4.1 RL.4.3 RL.4.10</p> <p>RI.4.1 RI.4.2</p> <p>RF.4.2 RF.4.4</p> <p>L 4.1 L 4.2 L.4.3</p>	<p>theme analyze genre mood concrete tone sensory drama pronouns poem adverbs story possessive summarize</p> <p>prepositional phrases transition words scene roots section affixes setting prefixes character suffixes relevant inference adjectives interpret</p>
Writing			
Timeline (# of days)	Topic	Standards	Key Vocabulary
15 days	<ul style="list-style-type: none"> □ Write narratives to develop real or imagined experiences or events. 	W.4.3	<p>describe, description, descriptive details editing event phrase(s) purpose revision/revising strengthen closure transition words</p>

ELA

Standards

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.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

RL.4.10 By the end of grade 4, read and understand literature within the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

Reading Informational

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

Reading Foundations

RF.4.2 Create readable documents through legible handwriting (cursive)

RF.4.4 Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.

Language

*** See Grammar Continuum**

L4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 4-5 grammar continuum.

L4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum.

L4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Speaking and 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.

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.

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

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.

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

Resources

Lessons from DPI

<https://ncdpi.instructure.com/courses/914/pages/fourth-grade-lessons>

Writing

Standards

W4.3 Write **narratives** to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- A. Organize information and ideas around a topic to plan and prepare to write.
- B. Orient the reader by establishing a situation and introducing a narrator, and/or characters; organize an event sequence that unfolds naturally.
- C. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- D. Use a variety of transitional words and phrases to manage the sequence of events.
- E. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- F. Provide a conclusion that follows from the narrated experiences or events.
- G. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience.

Resources

Thinking Maps
Write from the Beginning and Beyond

ELA

I Can Statements

RL4.1 I can refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL4.3 I can draw on specific details in the text to describe in depth a character, setting or event in a story or drama.
RL4.10 I can read and comprehend grade-level literature, including stories, dramas and poetry.
RI4.1 I can use details and examples in a text when explaining what the text says and when drawing inferences from the text.
RI4.2 I can determine the main idea and explain how it is supported by key details. I can summarize text.
RF4.4 I can comprehend while reading with accuracy and fluency.
RF4.4 I can write a narrative text.
W4.3 I can use transitional words, phrases, and clauses to help the events in a story flow.
SL4.1 I can participate collaboratively in a variety of discussions.
SL4.1 I can summarize a discussion and draw conclusions from key ideas, information, and knowledge gained from it.
L4.1 I can use grammar correctly in my writing and speaking.
L4.2 I can use capitalization, punctuation, and spell words correctly when writing.

Fourth Grade 1st Nine Weeks

Math

Timeline (# of days)	Go Math Lesson/Topic	Standards	Key Vocabulary	I Can Statements
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2 days	1.1–Model Place Value Relationship	4.NBT.1	digit place value	I can describe the value of a digit.
1 day	1.2–Place Value of Whole Numbers	4.NBT.1	expanded form period standard form word form sum	I can read and write numbers through 100,000's.
1 day	1.3–Compare and order numbers	4.NBT.2	compare equal to greater than less than number line order	I can compare and order numbers.
1 day	1.4–Rounding Numbers	4.NBT.	estimate round	I can round numbers.
2 day	1.5–Rename numbers	4.NBT.1	regroup	I can rename a whole number.
1 day	1.6–Add Whole Numbers	4.NBT.4	addend	I can add whole numbers.
2 days	1.7–Subtract Whole Numbers	4.NBT.4	addition difference	I can subtract whole numbers.
2 days	1.8–Compare problems with addition and subtraction	4.NBT.4		I can solve comparison problems with addition and subtraction.
2 days	Chapter review and test			
1 day	2.1–Multiplication Comparisons	4.OA.1		I can model multiplication comparisons.
1 day	2.3–Multiply tens, hundreds, and thousands	4.NBT.5	factor multiply number line place value product	I can understand place value to multiply tens, hundreds, and thousands.
1 day	2.4–Estimate Products	4.NBT.5	estimate round	I can estimate products by rounding and determine if exact answers are reasonable.
2 days	2.5–Multiply using the distributive property	4.NBT.5	distributive property partial product	I can use the distributive property to multiply a 2-digit number by a 1-digit number.
1 day	2.6–Multiply using expanded form	4.NBT.5	expanded form	I can use expanded form to multiply a multi-digit number by a one-digit number.
1 day	2.7–Multiply using partial products	4.NBT.5		I can use place value and partial products to multiply by a one digit number.
1 day	2.8–Multiply using mental math	4.NBT. 5	associative property	I can use mental math and properties to help multiply numbers.

1 day	2.10-Multiply two-digit numbers with regrouping	4.NBT.5	regroup	I can use regrouping to multiply a two-digit number by a one-digit number.
1 day	2.11-Multiply 3-digit and 4-digit numbers with regrouping.	4.NBT.5		I can use regrouping to multiply.
2 days	Chapter review and test			
1 day	3.1-Multiply by 10's	4.NBT.5	associative property factor place value product	I can use strategies to multiply by 10's.
1 day	3.2-Estimate products	4.NBT.5	compatible numbers estimate round	I can use strategies to estimate products.
2 days	3.3-Area Models and partial products	4.NBT.5	partial product	I can use area models and partial products to multiply two digit numbers.
1 day	3.4-Multiply Using Partial products	4.NBT.5		I can use place value and partial products to multiply two-digit numbers.

Math	
Standards	Resources

NC.4.MD.1 Know relative sizes of measurement units. Solve problems involving metric measurement. • Measure to solve problems involving metric units: centimeter, meter, gram, kilogram, Liter, milliliter. • Add, subtract, multiply, and divide to solve one-step word problems involving whole-number measurements of length, mass, and capacity that are given in metric units.

NC.4.MD.2 Use multiplicative reasoning to convert metric measurements from a larger unit to a smaller unit using place value understanding, two-column tables, and length models.

NC.4.MD.3 Solve problems with area and perimeter. • Find areas of rectilinear figures with known side lengths. • Solve problems involving a fixed area and varying perimeters and a fixed perimeter and varying areas. • Apply the area and perimeter formulas for rectangles in real world and mathematical problems.

NC.4.MD.4 Represent and interpret data using whole numbers. • Collect data by asking a question that yields numerical data. • Make a representation of data and interpret data in a frequency table, scaled bar graph, and/or line plot. • Determine whether a survey question will yield categorical or numerical data.

NC.4.MD.6 Develop an understanding of angles and angle measurement. • Understand angles as geometric shapes that are formed wherever two rays share a common endpoint, and are measured in degrees. • Measure and sketch angles in whole-number degrees using a protractor. • Solve addition and subtraction problems to find unknown angles on a diagram in real-world and mathematical problems.

NC.4.MD.8 Solve word problems involving addition and subtraction of time intervals that cross the hour.

NC.4.OA.1 Interpret a multiplication equation as a comparison. Multiply or divide to solve word problems involving multiplicative comparisons using models and equations with a symbol for the unknown number. Distinguish multiplicative comparison from additive comparison.

NC.4.OA.3 Solve two-step word problems involving the four operations with whole numbers. • Use estimation strategies to assess reasonableness of answers. • Interpret remainders in word problems. • Represent problems using equations with a letter standing for the unknown quantity.

NC.4.OA.4 Find all factor pairs for whole numbers up to and including 50 to: • Recognize that a whole number is a multiple of each of its factors. • Determine whether a given whole number is a multiple of a given one-digit number. • Determine if the number is prime or composite.

NC.4.OA.5 Generate and analyze a number or shape pattern that follows a given rule.

Guidance Document

https://drive.google.com/open?id=1dnFkQIPz68tLrAf7H3Acxq7_JqWyNh6s

NC DPI Math Toolkit

<https://tools4ncteachers.com/resources/district-leaders/documents/2017-4th-unpacking-view.pdf>

Domain	Grade 4
Operations and Algebraic Thinking	14-18%
Number and Operations in Base Ten	25-29%
Number and Operations—Fractions	30-34%
Measurement and Data, Geometry	23-27%
Total	100%

Fourth Grade 1st Nine Weeks

Social Studies			
Timeline (# of days)	Topic	Standards	Key Vocabulary
40 Days	<input type="checkbox"/> Cultural Heritage <input type="checkbox"/> Government and Leaders <input type="checkbox"/> Key Historical Events <input type="checkbox"/> Market Economy and Impacts	4.H.1 4.H.1.1 4.H.1.2 4.H.1.3 4.H.1.4 4.C.1 4.C.1.2 4.G.1 4.G.1.1 4.G.1.2 4.G.1.3 4.G.1.4 4.E.1 4.E.1.2 4.E.1.3	Culture Tradition Heritage Custom ceremony Diverse Immigration Ethnic group Migration Adapt Native Americans Constitution Legislative branch Executive branch Judicial branch Governor General Assembly Mayor Municipal/local government Budget Veto County seat Democracy Colony Expedition Cash crops Tax Royal colony Independence Protest Representation Revolution Bill of Rights Slavery Abolition Economy Producers Consumers Price supply/demand

			Scarcity Entrepreneurship productivity Technology Free enterprise Human resources Capital resources Natural resources Income Specialize Interdependence Import export
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Social Studies			
Standards			
<p>4.C.1.1 Explain how the settlement of people from various cultures affected the development of regions in North Carolina (languages, foods and traditions).</p> <p>4.C.1.2 Explain how the artistic expression of various groups represents the cultural heritage of North Carolina.</p> <p>4.C&G.1.1 Summarize the key principles and revisions of the North Carolina Constitution</p> <p>4.C&G.1.2 Compare the roles and responsibilities of state elected leaders.</p> <p>4.C&G.1.3 Explain the influence of the colonial history of North Carolina on the governing documents of our state.</p> <p>4.C&G.1.4 Compare North Carolina’s government with local governments.</p> <p>4.H.1.1 Summarize the change in cultures, everyday life and status of indigenous American Indian groups in North Carolina before and after European exploration.</p> <p>4.H.1.2 Explain how and why North Carolina was established.</p> <p>4.H.1.3 Explain how people, events and developments brought about changes to communities in various regions of North Carolina.</p> <p>4.H.1.4 Analyze North Carolina’s role in major conflicts and wars from the Pre-Colonial period through Reconstruction</p> <p>4.E.1.1 Understand the basic concepts of a market economy: price, supply, demand, scarcity, productivity and entrepreneurship.</p> <p>4.E.1.2 Understand how scarcity and choice in a market economy impact business decisions.</p> <p>4.E.1.3 Analyze the historical and contemporary role that major North Carolina industries have played in the state, nation and world.</p>			

I can statements	Resources
<p>4.C.1.1 I can explain how the settlement of people developed regions (and influenced languages, foods, and traditions).</p> <p>4.C.1.2 I can recognize that artistic expression represents different cultures in North Carolina.</p> <p>4.C&G1.1 I can summarize the key principles and revisions to the North Carolina Constitution.</p> <p>4.C&G1.2 I can compare the roles and responsibilities of state elected leaders.</p> <p>I can explain the impact of humans on the natural resources in North Carolina.</p> <p>4.C&G1.3 I can explain the influence of colonial history of NC on the governing documents of our state.</p> <p>4.C&G1.4 I can compare North Carolina's state government with local governments.</p> <p>4.H.1.1 I can describe the lifestyles of Native Americans in North Carolina before and after European exploration.</p> <p>4.H.1.2 I can explain how and why North Carolina was established.</p> <p>4.H.1.3 I can explain how people and events changed communities in North Carolina.</p> <p>4.H.1.4 I can analyze North Carolina's roles in wars from the Pre-Colonial period through Reconstruction.</p> <p>4.E.1.1 I can understand market economics: price, supply, demand, scarcity, productivity, and entrepreneurship.</p> <p>4.E.1.2 I can I can understand why scarcity impacts business decisions.</p> <p>4.E.1.3 I can analyze the role North Carolina's industries have played in the state, nation, and world.</p>	<p>NORTH CAROLINA STUDIES WEEKLY publication/website</p>

Science

Timeline (# of days)	Topic	Standards	Key Vocabulary
40 Days	Environments	4.L.1.1 4.L.1.2 4.L.1.3 4.L.1.4	

Science

Standards

- 4.L.1.1**
Give examples of changes in an organism's environment that are beneficial to it and some that are harmful.
- 4.L.1.2**
Explain how animals meet their needs by using behaviors in response to information received from the environment.
- 4.L.1.3**
Explain how humans can adapt their behavior to live in changing habitats (e.g., recycling wastes, establishing rain gardens, planting trees and shrubs to prevent flooding and erosion).
- 4.L.1.4**
Explain how differences among animals of the same population sometimes give individuals an advantage in surviving and reproducing in changing habitats.

I can statements

Resources

- 4.L.1.1 I can identify beneficial and harmful changes to an organism's environment.
- 4.L.1.2 I can explain how animals adapt to their environments.
- 4.L.1.3 I can explain how humans adapt to live in changing habitats.
- 4.L.1.4 I can explain how differences among animals in the same habitats help some animals survive more so than other animals.

Foss Kits

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