

ELA																					
Timeline (# of days)	Topic	Standards	Key Vocabulary																		
40 days	<p>Reading Literature</p> <ul style="list-style-type: none"> Major differences between poems, drama and prose (structural elements; verse, rhythm, meter) Determine the theme of a fiction or drama text. Making Connections between the text of a story or drama and a visual or oral presentation. Word meaning and phrases, how it affects meaning and tone and informs their thinking. <p>Reading Informational</p> <ul style="list-style-type: none"> Interpret information presented visually, orally or quantitatively and how (charts, graphs, diagrams, timelines, animations, or interactive elements on web) Author supports specific points by using reasons and evidence. 	<p>RL.4.2 RL.4.4 RL.4.5 RL.4.9</p> <p>RI.4.4 RI.4.8</p> <p>RF.4.5</p> <p>L.4.3 L.4.4 L.4.6</p> <p>SL.4.2 SL.4.3</p>	<table border="1"> <tr> <td>phrase</td> <td>tone</td> <td>prose</td> </tr> <tr> <td>drama</td> <td>poem</td> <td>reasons</td> </tr> <tr> <td>verse</td> <td>rhythm</td> <td>meter</td> </tr> <tr> <td>dialogue</td> <td>quantitatively</td> <td>evidence</td> </tr> <tr> <td>compare</td> <td>theme</td> <td>myth</td> </tr> <tr> <td>contrast</td> <td></td> <td></td> </tr> </table> <p>See glossary of new vocabulary</p>	phrase	tone	prose	drama	poem	reasons	verse	rhythm	meter	dialogue	quantitatively	evidence	compare	theme	myth	contrast		
phrase	tone	prose																			
drama	poem	reasons																			
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dialogue	quantitatively	evidence																			
compare	theme	myth																			
contrast																					
Writing																					
Timeline (# of days)	Topic	Standards	Key Vocabulary																		
15 days	<ul style="list-style-type: none"> Continued Narrative Writing Using digital tools to produce and publish writing 	<p>W.4.3 continued W.4.4</p>	<p>digital tools, interact, publish, topic</p>																		

ELA

Standards

Reading Literature

RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.4.4 Determine the meaning of words and phrases as they are used in a text, including words that affect meaning and tone.

RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.

RL.4.9 Compare and contrast the use of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.

Reading Informational

RI.4.4 Determine the meaning of general academic and domain specific word or phrases in a text relevant to grade 4 topic or subject area.

RI.4.8 Explain how the author uses reasons and evidence to support particular points in a text.

Reading Foundations

RF.4.5 Read with sufficient accuracy and fluency to support comprehension.

a. Read on-level text with purpose and understanding.

b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Language

L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.4.4 Determine and/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: context clues, word parts, word relationships, and reference materials.

L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

*** See Grammar Continuum**

Speaking and Listening

SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.

NC Check-In 2 Assessed Standards

- RL.1, RL.2, RL.3, RL.4**
- L.4.a, L.5.a**
- RI.1, RI.2, RI.3, RI.4, RI.5, RI.8**

Resources

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

Writing	
Standards	Resources
<p>W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> 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. <p>W.4.4 With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills.</p>	<p>Thinking Maps</p> <p>Write From the Beginning and Beyond</p>
I Can Statements	
<p>RL 4.2 I can determine the theme of a story, drama, or poem from details in the text. I can summarize the text.</p> <p>RL 4.4 I can determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.</p> <p>RL 4.5 I can explain major differences between poems, drama, and prose and refer to the structural elements of poems and drama when writing or speaking about a text.</p> <p>RL 4.9 I can compare and contrast similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.</p> <p>RI 4.4 I can determine the meaning of words and phrases in informational text.</p> <p>RI 4.8 I can explain how an author uses reasons and evidence to support particular points in a text.</p> <p>RI 4.8 I can use context clues and reread text to read and understand unfamiliar words.</p> <p>L 4.4 I can use strategies to clarify the meaning of unknown words and multiple-meaning words.</p> <p>L 4.4 I can use context as a clue to the meaning of a word or phrase.</p> <p>L4.4 I can use reference materials to find the pronunciation and meaning of words and phrases.</p> <p>L4.6 I can use words and phrases on a particular topic that signal actions, emotions, or states of being.</p> <p>SL 4.2 I can summarize information presented in a variety of ways.</p> <p>SL 4.3 I can summarize and explain the evidence for points that a speaker makes.</p>	

Fourth Grade 2nd Nine Weeks

Math			
Timeline (# of days)	Topic	Standards	Vocabulary
40 DAYS	Go Math Chapter 1: <input type="checkbox"/> Place Value, Addition and Subtraction to One Million	NC.4.NBT.1 NC.4.NBT.2 NC.4.NBT.4 NC.4.NBT.7	Digit Place value Expanded form Standard form Word form Period Sum Difference Compare Greater than/less than order equal estimate round regroup addend
	Go Math Chapter 2: <input type="checkbox"/> Multiplication by 1-Digit Numbers	NC.4.NBT.5	Factor Multiply Place value Product Estimate round distributive property partial product expanded form area/box model
	Go math Chapter 3: <input type="checkbox"/> Multiply 2 Digit Numbers	NC.4.NBT.5	Compatible numbers Factor Product Associative property Commutative property regroup standard algorithm
	Go Math Chapter 4: <input type="checkbox"/> Divide by 1 Digit Numbers	NC.4.NBT.6	Compatible numbers Multiple Equal groups Partial quotient Remainder Dividend Divisor Quotient

Math

Standards

- NC.4.NBT.1** Explain that in a multi-digit whole number, a digit in one place represents 10 times as much as it represents in the place to its right, up to 100,000.
- NC.4.NBT.2** Read and write multi-digit whole numbers up to and including 100,000 using numerals, number names, and expanded form.
- NC.4.NBT.7** Compare two multi-digit numbers up to and including 100,000 based on the values of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. Use place value understanding and properties of operations to perform multi-digit arithmetic.
- NC.4.NBT.4** Add and subtract multi-digit whole numbers up to and including 100,000 using the standard algorithm with place value understanding.
- NC.4.NBT.5** Multiply a whole number of up to three digits by a one-digit whole number, and multiply up to two two-digit numbers with place value understanding using area models, partial products, and the properties of operations. Use models to make connections and develop the algorithm.
- NC.4.NBT.6** Find whole-number quotients and remainders with up to three-digit dividends and one-digit divisors with place value understanding using rectangular arrays, area models, repeated subtraction, partial quotients, properties of operations, and/or the relationship between multiplication and division.
- NC.4.NBT.7** Compare two multi-digit numbers up to and including 100,000 based on the values of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of the comparisons.

Resources

Go Math Chapters 1-4

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

NC Check-In 2 Assessed Standards

NC.4.NBT.2

NC.4.NBT.4

NC.4.NBT.5

NC.4.NBT.6

NC.4.NBT.7

Math**I Can Statements**

NC.4.NBT.1	I can.....	<ul style="list-style-type: none"> I can look at a multi-digit number and determine that the digit to the left is 10 times greater than a given digit. (Up to 100,000) use place value to help multiply or divide numbers.
NC.4.NBT.2	I can.....	<ul style="list-style-type: none"> read and write multi-digit whole numbers using base-ten numbers. (Up to 100,000) read and write multi-digit whole numbers using 4.NBT.2 number names. read and write multi-digit whole numbers using expanded form.
NC.4.NBT.4	I can.....	<ul style="list-style-type: none"> easily and accurately add and subtract multi-digit whole numbers.
NC.4.NBT.5	I can.....	<ul style="list-style-type: none"> multiply a whole number up to three digits by a 4.NBT.5 one-digit whole number. multiply a 2-digit number by a 2-digit number using strategies based on place value and/or operation properties. explain 2-digit by 2-digit multiplication by using equations, rectangular arrays, and/or area models.
NC.4.NBT.6	I can.....	<ul style="list-style-type: none"> divide a single digit into numbers up to 9,999 in a variety of ways. show and explain these division problems by using equations, rectangular arrays, and/or area models.
NC.4.NBT.7	I can.....	<ul style="list-style-type: none"> compare two multi-digit numbers up to and including 100,000 using $>$, $=$ and $<$

End of Grade Test Weight Distribution

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 2nd Nine Weeks

Social Studies																									
Timeline (# of days)	Topic	Standards	Key Vocabulary																						
40 Days	<ul style="list-style-type: none"> <input type="checkbox"/> History and Government <input type="checkbox"/> Constitution and Citizenship <input type="checkbox"/> Cultural and Community <input type="checkbox"/> Exploration 	<table border="0"> <tr> <td>4.CG.1</td> <td>4.CG.2</td> </tr> <tr> <td>4.CG.1.1</td> <td>4.CG.2.1</td> </tr> <tr> <td>4.CG.1.2</td> <td>4.CG.2.2</td> </tr> <tr> <td>4.CG.1.3</td> <td>4.CG.2.3</td> </tr> <tr> <td>4.CG.1.4</td> <td></td> </tr> <tr> <td></td> <td>4.E.1</td> </tr> <tr> <td></td> <td>4.E.1.3</td> </tr> <tr> <td>4.H.1</td> <td>4.E.G.1</td> </tr> <tr> <td>4.H.1.2</td> <td>4.H.1</td> </tr> <tr> <td>4.H.1.3</td> <td>4.H.1.2</td> </tr> <tr> <td></td> <td>4.H.1.3</td> </tr> </table>	4.CG.1	4.CG.2	4.CG.1.1	4.CG.2.1	4.CG.1.2	4.CG.2.2	4.CG.1.3	4.CG.2.3	4.CG.1.4			4.E.1		4.E.1.3	4.H.1	4.E.G.1	4.H.1.2	4.H.1	4.H.1.3	4.H.1.2		4.H.1.3	<p>Region Mountain region Piedmont region Coastal Plain</p> <p>Culture Tradition Heritage Custom ceremony Diverse Immigration Ethnic group Migration Adapt Native Americans Exploration Expedition colony</p> <p>Constitution Legislative branch Executive branch Judicial branch Governor General Assembly Mayor Municipal/local government Budget Veto County seat Democracy</p>
4.CG.1	4.CG.2																								
4.CG.1.1	4.CG.2.1																								
4.CG.1.2	4.CG.2.2																								
4.CG.1.3	4.CG.2.3																								
4.CG.1.4																									
	4.E.1																								
	4.E.1.3																								
4.H.1	4.E.G.1																								
4.H.1.2	4.H.1																								
4.H.1.3	4.H.1.2																								
	4.H.1.3																								

Cash crops
Tax
Royal colony
Independence
Protest
Representation
Revolution
Bill of Rights
Slavery
Abolition

Economy
Producers
Consumers
Price
supply/demand
Scarcity
Entrepreneurship
productivity
Technology
Transportation
Communication
Invention
Free enterprise
Human resources
Capital resources
Natural resources
Income
Specialize
Interdependence
Import
export

Social Studies

Standards

4.C&G.1.1 Summarize the key principles and revisions of the North Carolina Constitution.

4.C&G.1.2 Compare the roles and responsibilities of state elected leaders.

4.C&G.1.3 Explain the influence of the colonial history of North Carolina on the governing documents of our state.

4.C&G.1.4 Compare North Carolina's government with local governments.

4.C&G.2.1 Analyze the preamble and articles of the North Carolina Constitution in terms of rights and responsibilities.

4.C&G.2.2 Give examples of rights and responsibilities of citizens according to the North Carolina Constitution.

4.C&G.2.3 Differentiate between rights and responsibilities reflected in the North Carolina Constitution.

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.

4.H.1.2 Explain how and why North Carolina was established.

4.H.1.3 Explain how people, events and developments brought about changes to communities in various regions of North Carolina.

4.E.1.3 Analyze the historical and contemporary role that major North Carolina industries have played in the state, nation, and world.

4.G.1.4 Explain the impact of technology (communication, transportation, inventions, etc.) on North Carolina's citizens, past and present.

I Can Statements

4.C&G.1.1 I can summarize the key principles and revisions of the North Carolina Constitution.

4.C&G.1.2 I can compare the roles and responsibilities of state elected leaders.

4.C&G.1.3 I can explain the influence of colonial history on the governing documents of our state.

4.C&G.2.1 I can analyze the Preamble and articles on the NC Constitution.

4.C&G.2.2 I can give examples of rights and responsibilities of citizens according to the North Carolina Constitution.

4.C&G.2.3 I can differentiate between rights and responsibilities reflected in the North Carolina Constitution.

4.H.1.1 I can summarize the change in culture, lifestyle, and status of Native American Indian groups in North Carolina before and after European exploration.

4.H.1.2 I can explain how and why North Carolina was established.

4.H.1.3 I can explain how people and events changed communities in various regions of North Carolina.

4.E.1.3 I can analyze the role North Carolina's industries have played in the state, nation, and world.

4.G.1.4 I can explain the impact of technology on the people in North Carolina.

Resources

**NORTH CAROLINA STUDIES WEEKLY
publication/website**

Fourth Grade 2nd Nine Weeks

Science			
Timeline (# of days)	Topic	Standards	Key Vocabulary
40 Days	<input type="checkbox"/> Electricity <input type="checkbox"/> Energy	4.P.1.1 4.P.1.2 4.P.3.1 4.P.3.2	Magnets Charged Magnetized Attract Repel Electricity Outlet Reflected Refracted Absorbed
Science			
Standards			
<p>4.P.1.1 Explain how magnets interact with all things made of iron and with other magnets to produce motion without touching them.</p> <p>4.P.1.2 Explain how electrically charged objects push or pull on other electrically charged objects and produce motion.</p> <p>4.P.3.1 Recognize the basic forms of energy (light, sound, heat, electrical, and magnetic) as the ability to cause motion or create change.</p> <p>4.P.3.2 Recognize that light travels in a straight line until it strikes an object or travels from one medium to another, and that light can be reflected, refracted, and absorbed.</p>			
I Can Statements		Resources	
<p>4.P.1.1 I can explain how magnets interact with all objects made of iron and other magnets to produce motion without being touched.</p> <p>4.P.1.2 I can explain how electrically charged objects push or pull other objects.</p>		<p>Foss Kits</p>	

4.P.3.1 I can recognize the basic forms of energy: light, sound, heat, electrical, magnetic.

4.P.3.2 I can recognize that light can be reflected, refracted, and absorbed.