ALLEGHANY COUNTY SCHOOLS

Fourth Grade 3rd Nine Weeks

ELA			
Timeline (# of days)	**Topic**	**Standards**	**Key Vocabulary**
40 days	**Reading Literature** ❏ Compare and contrast the point of view from different stories. **Reading Informational** ❏ Describe the overall structure of events, ideas, concepts or information (chronology, comparison, cause/effect, and problem/solution) ❏ Compare and contrast a firsthand & secondhand account of the same event or topic.	**RL.4.6 RI.4.5** **RL.4.10 RI.4.6** **RL.4.7** **RI.4.7 RI.4.9** **L.4.3** **L.4.5** **SL.4.4 L.4.6** **continued**	**Concrete details** **Domain- specific vocabulary** **editing** **formatting** **illustration** **phrase** **purpose** **revising** **strengthen** **task** **topic** **compare** **contrast** **Point of view** **describe** **event** **cause** **effect** **problem** **solution** **comparison** **Firsthand account** **Secondhand account** **Text structure** **Text feature** **italics/italicized** **chronological/ chronology**

Writing			
Timeline (# of days)	**Topic**	**Standards**	**Key Vocabulary**
15 days	❏ Write informative/explanatory text ❏ Conduct short research projects	**W.4.2** **W.4.5**	

ELA	
Standards	**Resources**
<u>Reading Literature</u> **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. **RL.4.7** Make connections between the text of a story or drama and visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions 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. **<u>Reading Informational</u>** **RI.4.5** Describe the overall structure of events, ideas, concepts or information in a text or part of a text. **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. **RI.4.7** Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. **RI.4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Lessons from DPI https://ncdpi.instructure.com/courses/914/pages/fourth-grade-lessons

Language

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

L.4.5 Demonstrate understanding of figurative language and nuances in word meanings.

a. Explain the meaning of simple similes and metaphors in context.

b. Recognize and explain the meaning of common idioms, adages, and proverbs.

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

Speaking and Listening

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; adjust speech as appropriate to formal and informal discourse.

NC Check-Ins 3 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**

Writing

Standards	Resources
W.4.2 Write **informative/explanatory** texts to examine a topic and convey ideas and information clearly. a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aiding comprehension. c. Develop the topic with facts definitions, concrete details, quotations, or other information and examples related to the topic. **W.4.5** Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Thinking Maps Write From the Beginning and Beyond

I Can Statements

RL 4.6 I can identify and compare and contrast different accounts of the same event or topic.
RL4.7 I can interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the the text.
RL 4.10 I can read and comprehend grade-level literature, including stories, dramas and poetry.
RI 4.5 I can describe the structure of events ideas, concepts or information in a text or part of a text.
RI4.6 I can identify and compare and contrast different accounts of the same event or topic.
RI4.7 I can interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the the text.
RI 4.9 I can integrate information from two texts on the same topic in order to write or speak about the subject.
L4.5 I can understand figurative language, word relationships, and nuances in word meanings.
L4.5 I can explain the meaning of simple similes and metaphors in context.
L4.5 I can recognize and explain the meaning of common idioms, adages, and proverbs.
L4.5 I can understand the meaning of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings.
L4.6 I can use words and phrases on a particular topic that signal actions, emotions, or states of being.
SI4.4 I can give a report that is clear and logically organized and includes necessary details and facts.

Fourth Grade 3rd Nine Weeks

Math				
Timeline	**Go Math Chapter/Topic**	**Standards**	**Key Vocabulary**	**I can statements**
1 day	**6.1 Equivalent Fractions**	**4.NF.1**	**equivalent fractions denominator fraction numerator**	I can use models to show equivalent fractions.
2 days	**6.2 Generate Equivalent Fractions**	**4.NF.1**		I can use multiplication to find equivalent fractions.
1 day	**6.3 Simplest Form**	**4.NF.1**	**simplest form common factor numerator denominator equivalent fractions factor**	I can write a fraction as an equivalent fraction in simplest form.
2 days	**6.4 Common Denominators**	**4.NF.1**	**common denominator common multiple multiple**	I can write a pair of fractions as fractions with a common denominator.
1 day	**6.5 Problem Solving • Find Equivalent Fractions**	**4.NF.1**		I can make a table to solve problems using equivalent fractions.
1 day	**6.6 Compare Fractions Using Benchmarks**	**4.NF.2**	**benchmark**	I can use benchmarks to compare fractions.
1 day	**6.7 Compare Fractions**	**4.NF.2**	**common denominator common numerator**	I can compare fractions.
1 day	**6.8 Compare and Order Fractions**	**4.NF.2**		I can order fractions.

2 days	**Chapter review and test**			
1 day	**7.1 Add and Subtract Parts of a Whole**	**4.NF.3**	**fraction**	I can add or subtract parts of a whole.
1 day	**7.2 Write Fractions as Sums**	**4.NF.3**	**unit fraction denominator numerator**	I can write a fraction as a sum of fractions with the same denominators.
1 day	**7.3 Add Fractions Using Models**	**4.NF.3**		I can add fractions with like denominators using models.
1 day	**7.4 Subtract Fractions Using Models**	**4.NF.3**		I can subtract fractions with like denominators using models.
1 day	**7.5 Add and Subtract Fractions**	**4.NF.3**		I can add and subtract fractions with like denominators.
1 day	**7.6 Rename Fractions and Mixed Numbers**	**4.NF.3**	**mixed number simplest form**	I can rename mixed numbers as fractions greater than 1 and rename fractions greater than 1 as mixed numbers.

2 days	**7.7 Add and Subtract Mixed Numbers**	**4.NF.3**		I can add and subtract mixed numbers with like denominators.
2 days	**7.8 Subtraction with Renaming**	**4.NF.3**		I can rename a mixed number to help me subtract.
1 day	**7.9 Algebra • Fractions and Properties of Addition**	**4.NF.3**	**associative property** **commutative property**	I can add fractions with like denominators using the properties of addition.
1 day	**7.10 Multistep Fraction Problems**	**4.NF.3**		I can act it out to solve multi-step problems with fractions.
2 days	**Chapter review and test**			
1 day	**8.1 Multiples of Unit Fractions**	**4.NF.4**	**fraction** **multiple** **product** **unit fraction**	I can write a fraction as a product of a whole number and a unit fraction.
2 days	**8.2 Multiples of Fractions**	**4.NF.4**		I can write a product of a whole number and a fraction as a product of a whole number and a unit fraction.

2 days	**8.3 Multiply a Fraction by a Whole Number Using Models**	**4.NF.4**		I can use a model to multiply a fraction by a whole number.
2 days	**8.4 Multiply a Fraction or Mixed Number by a Whole Number**	**4.NF.4**	**Identity property of multiplication**	I can multiply a fraction by a whole number to solve a problem.
2 days	**8.5 Comparison Problems with Fractions**	**4.NF.4**		I can draw a diagram to solve comparison problems with fractions.
2 days	**Chapter review and test**			

Math	
Standards	**Resources**

NC.4.NF.1 Explain why a fraction is equivalent to another fraction by using area and length fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size.

NC.4.NF.2 Compare two fractions with different numerators and different denominators, using the denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100. 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 by: • Reasoning about their size and using area and length models. • Using benchmark fractions 0, ½, and a whole. • Comparing common numerator or common denominators.

NC.4.NF.3 Understand and justify decompositions of fractions with denominators of 2, 3, 4, 5, 6, 8, 10, 12, and 100. • Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. • Decompose a fraction into a sum of unit fractions and a sum of fractions with the same denominator in more than one way using area models, length models, and equations. • Add and subtract fractions, including mixed numbers with like denominators, by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. • Solve word problems involving addition and subtraction of fractions, including mixed numbers by writing equations from a visual representation of the problem.

NC.4.NF.4 Apply and extend previous understandings of multiplication to: • Model and explain how fractions can be represented by multiplying a whole number by a unit fraction, using this understanding to multiply a whole number by any fraction less than one. • Solve word problems involving multiplication of a fraction by a whole number.

NC.4.NF.6 Use decimal notation to represent fractions. • Express, model and explain the equivalence between fractions with denominators of 10 and 100. • Use equivalent fractions to add two fractions with denominators of 10 or 100. • Represent tenths and hundredths with models, making connections between fractions and decimals.

NC.4.NF.7 Compare two decimals to hundredths by reasoning about their size using area and length models, and recording the results of comparisons with the symbols >, =, or <. Recognize that comparisons are valid only when the two decimals refer to the same whole.

NC.4.G.1 Draw and identify points, lines, line segments, rays, angles, and perpendicular and parallel lines.

NC.4.G.2 Classify quadrilaterals and triangles based on angle measure, side lengths, and the presence or absence of parallel or perpendicular lines.

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

NC.4.G.3 Recognize symmetry in a two-dimensional figure, and identify and draw lines of symmetry.	

NC Check-In 3 **Assessed Standards**				
NC.4.NF.2	**NC.4.NF.3**	**NC.4.NF.4**	**NC.4.NF.4**	**NC.4.NF.7**

Math		**I Can Statements**
NC.4.NF.1	I can.....	• create and explain equivalent fractions using visual models. • create and explain equivalent fractions even though the number and size of the parts of the fraction may change.
NC.4.NF.2	I can.....	• compare two fractions by creating common numerators or common denominators. • compare two fractions using a benchmark fraction. • explain why fraction comparisons are only valid when they refer to the same whole. • correctly record the comparison of fractions using <, >, = and I can defend my answers.
NC.4.NF.3	I can.....	• explain the concepts of adding and subtracting fractions with like denominators. • decompose (break down) a fraction into a sum of fractions with the same denominator in more than one way. • decompose (break down) a fraction into a sum of fractions with the same denominator and justify my answer using a visual fraction model. • add mixed numbers with like denominators using a variety of strategies. • subtract mixed numbers with like denominators using a variety of strategies. • solve real-world problems involving addition of fractions. • solve real-world problems involving subtraction of fractions.
NC.4.NF.4	I can.....	• explain how a fraction a/b is a multiple of 1/b. • explain how multiplying a whole number times a fraction can be changed to a whole number times a unit fraction. • use a visual fraction model to justify multiplying a fraction by whole number. • solve word problems involving multiplication of a fraction by a whole number using visual fraction models and equations.

NC.4.NF.6	I can.....	• write a fraction with denominators of 10 or 100 as decimals. • locate a decimal on a number line.

NC.4.NF.7	I can.....	• compare two decimals, explain my reasoning, and record the results using <, >, or =. • explain that comparisons between two decimals are only valid when they refer to the same whole.
NC.4.G.1	I can.....	• draw and identify a point. • draw and identify a line. • draw and identify a line segment. • draw and identify a ray. • draw and identify a right angle. • draw and identify an acute angle. • draw and identify an obtuse angle. • draw and identify perpendicular lines. • draw and identify parallel lines.
NC.4.G.2	I can.....	• put 2-D figures in like groups based on whether certain sides are parallel or perpendicular. • put 2-D figures in like groups based on whether certain angles are acute, obtuse, or right. • identify right angles and can group right triangles from other triangles.
NC.4.G.3	I can.....	• identify line-symmetry. • identify figures that have symmetry and can then draw the lines of symmetry.

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%**

Social Studies			
Timeline (# of days)	**Topic**	**Standards**	**Key Vocabulary**
		4.E.1.1 **4.E.1.3** **4.G.1.1** **4.G.1.4** **4.H.1.3** **4.H.2.1**	

Social Studies			
Standards	**I Can Statements**	**Resources**	
4.E.1.1 Understand the basic concepts of a market economy: supply, demand, scarcity, productivity, and entrepreneurship. **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.1.1** Summarize changes that have occurred in North Carolina since statehood (population growth, transportation, communication, landscape). **4.G.1.4** Explain the impact of technology (communication, transportation, inventions, etc.) on North Carolina's citizens, past and present **4.H.1.3** Explain how people, events and developments brought about changes to communities in various regions of N.C.			

4.H.2.1 Explain why important buildings, statues, monuments, and place names are associated with the state's history.			

Science			
Timeline (# of days)	**Topic**	**Standards**	**Key Vocabulary**
		4.P.2.1 4.P.2.2 4.P.2.3 4.E.2.1 4.E.2.2 4.E.2.3	Compacted Igneous Sedimentary Metamorphic Fossils Organisms Archeologis t Erosion Magma Volcano Eruption Luster Streak Color Hardness
Science			
Standards	**I Can Statements**	**Resources**	

4.P.2.1 Compare the physical properties of samples of matter (strength, hardness, flexibility, ability to conduct heat, ability to conduct electricity, ability to be attracted by magnets, reactions to water and fire). 4.P.2.2 Explain how minerals are identified using tests for the physical properties of hardness, color, luster, cleavage and streak. 4.P.2.3 Classify rocks as metamorphic, sedimentary or igneous based on their composition, how they are formed and the			

processes that create them. 4.E.2.1 Compare fossils (including molds, casts, and preserved parts of plants and animals) to one another and to living organisms. 4.E.2.2 Infer ideas about Earth's early environments from fossils of plants and animals that lived long ago. 4.E.2.3 Give examples of how the surface of the earth changes due to slow processes such as erosion and weathering, and rapid processes such as landslides, volcanic eruptions, and earthquakes			