

ELA																					
Timeline (# of days)	Topic	Standards	Key Vocabulary																		
	<p>Reading Literature</p> <ul style="list-style-type: none"> ❑ Compare and contrast the point of view from different stories. <p>Reading Informational</p> <ul style="list-style-type: none"> ❑ 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. 	<p>RL.4.6 RI.4.5 RL.4.10 RI.4.6 RL.4.7 RI.4.7 RI.4.9</p> <p>L.4.3 L.4.5 SL.4.4 L.4.6 continued</p>	<table border="1"> <tr> <td>compare</td> <td>contrast</td> <td>Point of view</td> </tr> <tr> <td>describe</td> <td>event</td> <td>cause</td> </tr> <tr> <td>effect</td> <td>problem</td> <td>solution</td> </tr> <tr> <td>comparison</td> <td>Firsthand account</td> <td>Secondhand account</td> </tr> <tr> <td>Text structure</td> <td>Text feature</td> <td>italics/italicized</td> </tr> <tr> <td>chronological/ chronology</td> <td></td> <td></td> </tr> </table>	compare	contrast	Point of view	describe	event	cause	effect	problem	solution	comparison	Firsthand account	Secondhand account	Text structure	Text feature	italics/italicized	chronological/ chronology		
compare	contrast	Point of view																			
describe	event	cause																			
effect	problem	solution																			
comparison	Firsthand account	Secondhand account																			
Text structure	Text feature	italics/italicized																			
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Writing																					
Timeline (# of days)	Topic	Standards	Key Vocabulary																		
15 days	<ul style="list-style-type: none"> ❑ Write informative/explanatory text ❑ Conduct short research projects 	<p>W.4.2 W.4.5</p>	<table border="1"> <tr> <td>Concrete details</td> <td rowspan="2">Domain-specific vocabulary</td> <td>editing</td> <td>formatting</td> </tr> <tr> <td>illustration</td> <td>phrase</td> <td>purpose</td> </tr> <tr> <td>revising</td> <td>strengthen</td> <td>task</td> <td>topic</td> </tr> </table>	Concrete details	Domain-specific vocabulary	editing	formatting	illustration	phrase	purpose	revising	strengthen	task	topic							
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ELA	
Standards	Resources
<p>Reading Literature</p> <p>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>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.</p> <p>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.</p> <p>Reading Informational</p> <p>RI.4.5 Describe the overall structure of events, ideas, concepts or information in a text or part of a text.</p> <p>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>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.</p> <p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>Language</p> <p>L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.4.5 Demonstrate understanding of figurative language and nuances in word meanings.</p> <ol style="list-style-type: none"> Explain the meaning of simple similes and metaphors in context. Recognize and explain the meaning of common idioms, adages, and proverbs. <p>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.</p> <p>Speaking and Listening</p> <p>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.</p>	<p>Lessons from DPI https://ncdpi.instructure.com/courses/914/pages/fourth-grade-lessons</p>
<p>NC Check-Ins 3 Assessed Standards</p>	
<p><input type="checkbox"/> RL.1, RL.2, RL.3, RL.4</p> <p><input type="checkbox"/> L.4.a, L.5.a</p> <p><input type="checkbox"/> RI.1, RI.2, RI.3, RI.4, RI.5, RI.8</p>	

Writing

Standards

- W.4.2** Write **informative/explanatory** texts to examine a topic and convey ideas and information clearly.
- Organize information and ideas around a topic to plan and prepare to write.
 - Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aiding comprehension.
 - 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.

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.
- RI 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.

Resources

Thinking Maps

Write From the Beginning and Beyond



Fourth Grade 3rd Nine Weeks

Math			
Timeline (# of days)	Topic	Standards	Key Vocabulary
<p>Chapter 6: (10- 12 Days)</p> <p>Chapter 7: (12 Days)</p> <p>Chapter 8: (8 Days)</p> <p>Chapter 9: (8 Days)</p>	<p>Go Math Chapter 6:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fractions Equivalence and Comparison <p>Go Math Chapter 7:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Add and subtract Fractions <p>Go Math Chapter 8:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Multiply Fractions <p>Go Math Chapter 9:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Relate Fractions to Decimals <p>Classify shapes based on lines and angles in two-dimensional figures. (May be taught during the last 9 weeks.)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> NC.4.NF.1 <input type="checkbox"/> NC.4.NF.2 <input type="checkbox"/> NC.4.NF.3 <input type="checkbox"/> NC.4.NF.4 <input type="checkbox"/> NC.4.NF.6 <input type="checkbox"/> NC.4.NF.7 <input type="checkbox"/> NC.4.G.1 <input type="checkbox"/> NC.4.G.2 <input type="checkbox"/> NC.4.G.3 	<p>Common Multiple</p> <p>Denominator</p> <p>Factor</p> <p>Fracton</p> <p>Multiple</p> <p>Numerator</p> <p>Benchmark Fractions</p> <p>Common Denominator</p> <p>Equivalent Fractions</p> <p>Simplest Form</p> <p>Mixed Number</p> <p>Unit Fraction</p> <p>Compare</p> <p>Equivalent Fractions</p> <p>Whole</p> <p>Decimal</p> <p>Decimal point</p> <p>Equivalent Decimals</p> <p>Hundredth</p> <p>Tenth</p>

Math

Standards

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, $\frac{1}{2}$, 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.

Resources

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.....	<ul style="list-style-type: none"> • 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.....	<ul style="list-style-type: none"> • 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.....	<ul style="list-style-type: none"> • 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.....	<ul style="list-style-type: none"> • 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	
<p>4.E.1.1 Understand the basic concepts of a market economy: supply, demand, scarcity, productivity, and entrepreneurship.</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> <p>4.G.1.1 Summarize changes that have occurred in North Carolina since statehood (population growth, transportation, communication, landscape).</p> <p>4.G.1.4 Explain the impact of technology (communication, transportation, inventions, etc.) on North Carolina's citizens, past and present</p> <p>4.H.1.3 Explain how people, events and developments brought about changes to communities in various regions of N.C.</p>			

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

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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 Archeologist Erosion Magma Volcano Eruption Luster Streak Color Hardness
Science			
Standards	I Can Statements	Resources	
<p>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).</p> <p>4.P.2.2 Explain how minerals are identified using tests for the physical properties of hardness, color, luster, cleavage and streak.</p> <p>4.P.2.3 Classify rocks as metamorphic, sedimentary or igneous based on their composition, how they are formed and the</p>			

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