

Quincy Public School Fourth Grade Curriculum Map

| 1 <sup>ST</sup> trimester Big Idea/Theme:   |  |   |  |  |  |  |
|---|--|---|--|--|--|--|
| 1 <sup>ST</sup> trimester extended literature text: Mentor(anchor) or extended read aloud text Compare and synthesize ideas across other related texts. Have text focused discussions. Produce oral, and written responses. |  |   |  |  |  |  |
| 1st trimester Author Study:   |  |   |  |  |  |  |
| Social Emotional Lessons: Classroom Expectations, Schoolwide Expectations, SS Unit 1-Lesson 1   |  |   |  |  |  |  |
| Month   | Literacy/Reading Workshop (75-90 minutes)  |   | Writer’s Workshop (45-60 minutes)  | Word Study: Phonics & Spelling (30 minutes)  | Math Workshop (60 minutes)   | Content Workshop (50-60 minutes)<br><i>*Integrate across the curriculum</i>  |
|   | Whole Group Instruction  | Small Group/Independent/One to One/ Options/Writing About Reading   |  |  |  |  |
| AUGUST  | <b>Reader’s Workshop Framework:</b><br><u>Whole Class:</u> Read Aloud, Shared Reading, Mini lessons, Share Time<br><u>Small Group:</u> Guided Reading, Literature Discussion Group, Collaborative Reasoning, Conferences, Tailored Mini lessons<br><u>Independent Practice:</u> One on one conferences, independent/ familiar reading, literacy tasks, projects, personalized learning   | Possible Writing About Reading Opportunities for the Launching Unit: <ul style="list-style-type: none"><li>• Reading Survey</li><li>• Set reading goals: Best and worst reading times, someday lists</li><li>• How do I know I have selected a just right book?</li><li>• What is my favorite genre? Why?</li><li>• What goals have I set for myself for reading widely at home, at school?</li><li>• What does the reading log show about my reading habits and behaviors?</li><li>• What are my current strengths as a reader? Goals? Why?</li></ul>  | <b>Writer’s Workshop Framework:</b><br><u>Whole Class:</u> Write Aloud, Shared/Interactive writing, Mini lessons, Share Time<br>*Use of knowledge of text structure, composing strategies, and knowledge<br><u>Small Group:</u> Guided Writing, Conferences, Tailored Mini lessons<br><u>Independent Practice:</u> One on one conferences, independent/writing, projects   |  |  |  |
|   | The following standards should be addressed through Close Reads and small group instruction:<br>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.<br>RI.4.10: By the end of the 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.<br>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.   |   | <ul style="list-style-type: none"><li>• Organizing and labeling materials for reading workshop. Writing Notebook, writing folder/binder etc. Then establish workshop expectations: What does writing workshop look and sound like?</li></ul>   |  |  | <b>Community of Learners: Procedures and rules for the classroom/Team building.</b>  |
|   | <ul style="list-style-type: none"><li>• Organizing and labeling materials for reading workshop. Book boxes, response journals, etc.</li></ul> <b>Classroom read aloud started Launching Reading Workshop - 2 weeks</b> <ul style="list-style-type: none"><li>• What does reading workshop look and sound like? Develop a respect for reading. Possible reading survey</li><li>• Introduce and use the classroom library according to shared expectations. Selecting books that are just right. Starting to build our reading life.</li><li>• Teach students the structure of a reading conference. What is the student role? What is the teacher role? Language of a conference, preparing for a conference.</li><li>• Reading widely. Finishing and abandoning books guidelines and expectations.</li><li>• Reading widely – what are genres?</li></ul> | <ul style="list-style-type: none"><li>• Students select books for independent reading</li><li>• Students begin reading their independent reading books and start to track their reading life with the reading log.</li><li>• Teachers conference with the students one on one to ensure students are selecting just right books.</li></ul>  | <b>Launching Writing Workshop (2-3 days)</b> <ul style="list-style-type: none"><li>• Writing sample: Write about the best moment from third grade. Or write about the best or worst time from this summer. Or write about a special time with a friend.</li><li>• What is the structure of a writing conference? What is the language? How can you prepare for a teacher/student conference?</li></ul> <b>Start Personal Narrative Unit</b> <ul style="list-style-type: none"><li>• Read the mentor text (Possible Mentor Texts: The Favorite Vase, John and the Snake or Freedom Summer.) After reading and enjoying the text deconstruct the text using the Personal Narrative text map.</li><li>• Writers generate personal narrative writing ideas by thinking of people and small moments. (generate ideas and start sustained writing)</li><li>• Writers generate personal narrative writing ideas by thinking of places and objects and small moments. (generate ideas and start sustained writing)</li></ul> | <b>Launching the Phonics Workshop</b> <ul style="list-style-type: none"><li>• Blend words</li><li>• Build automaticity</li><li>• Read accountable texts</li><li>• Spell and sort words</li><li>• Build fluency from mastery to transfer</li></ul> <b>Handwriting</b> <ul style="list-style-type: none"><li>• Getting started lessons</li></ul> | <b>BOY Assessment</b><br><br><b>Basic Facts: Review Addition and Subtraction strategies</b><br><b>Unit 1: Place Value; Multidigit Addition and Subtraction</b> <ul style="list-style-type: none"><li>• 1-1 Place Value in Whole Numbers</li><li>• 1-2 Place-Value Concepts</li></ul> | <b>Content: Energy</b><br><b>Skills: At the end of this unit, students will be able to:</b> <ul style="list-style-type: none"><li>• Use evidence to construct an explanation relating the speed of an object to the energy of that object.(4-PS3-1)</li><li>• Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.(4-PS3-2)</li><li>• Ask questions and predict outcomes about the changes in energy that occur when objects collide.(4-PS3-3)</li><li>• Apply scientific ideas to design, test, and refine a device that converts energy from one form to another. (4-PS3-4)</li></ul><br><b>Suggested Resource:</b> <ul style="list-style-type: none"><li>• Mystery Science: Energizing Everything (4-PS3-1, 4-PS3-2, 4-PS3-3, 4-PS3-4, 4-ESS3-1,ETS1-1, ETS 1-2, ETS 1-3)- 8 Lessons(4 weeks)</li></ul> |
|   | <b>Launching Reading Workshop (5 days)</b><br>Teachers start the Mentor text for modeling lessons. (Possible Mentor Texts: <u>Because of Winn Dixie</u> , <u>The Brilliant Fall of Gianna Z</u> , <u>Each Little Bird that Sings</u> , <u>On My Honor</u> , <u>Summer of the Monkeys</u> ) <ul style="list-style-type: none"><li>• Tracking our reading life with a reading log.</li><li>• Setting a purpose for reading with a purpose statement</li><li>• Reading faster, stronger, longer: expectations for reading just right books. ¾ page to 1 page per minute.</li><li>• Reading with expression, phrasing and appropriate rate.</li><li>• Setting up a response journal.</li></ul>   | <b>Begin Collaborative Reasoning Groups (CR)</b> <ul style="list-style-type: none"><li>• Initial teaching and cycle of CR will be 5-7 school days</li><li>• Discuss essential questions using short narrative text.</li><li>• Teach purpose, procedures (demonstration/fishbowl</li><li>• Read text to determine the issue</li><li>• Prepare for discussion - read and annotate text/take notes</li><li>• Participate in CR discussion - purpose to understand multiple perspectives</li><li>• Reflect on CR discussion - set group goals</li><li>• Write to sources - Select position and support with text evidence</li></ul> | <b>Personal Narrative (5 weeks)</b> <ul style="list-style-type: none"><li>• Writers generate personal narrative writing ideas by thinking of times/small moments they had strong feelings. (generate ideas and start sustained writing)</li><li>• Writers make personal narratives unfold step by step rather than summarize.</li><li>• Writers write personal narratives that tell the internal story as well as the external story.</li><li>• Writers recognize and correct fragments and run on sentences.</li><li>• Writers include dialogue to develop the events and show the responses of characters to situations</li></ul>  | <b>Launching the Phonics Workshop</b> <ul style="list-style-type: none"><li>• Spelling/Dictation</li><li>• Reading Big Words</li><li>• Decode by analogy</li><li>• High frequency words</li><li>• Extend the learning</li></ul> <b>Handwriting</b> <ul style="list-style-type: none"><li>• Getting started lessons</li></ul>                   | <ul style="list-style-type: none"><li>• 1-3 Formal Procedures for Rounding</li><li>• 1-4 Introduction to the Student Reference Book</li><li>• 1-5 Estimation Strategies</li><li>• 1-6 Guide to Solving Number Stories</li></ul>  | <b>Optional Resources:</b> <ul style="list-style-type: none"><li>• HMH Unit 2 Energy</li><li>• Defined Learning: Solar Energy Systems Installer (PS3-2, PS3-4, LS1, ESS3-1)</li><li>• Defined Learning: Wind Energy Systems Install (PS3-1, PS3-2, PS3-4, ESS3-1, ETS1)</li><li>• Defined Learning: Energy, Movement, Change, &amp; Natural Resources (PS3-2, PS3-4, ESS3, ETS1)</li></ul><br><b>Essential Questions:</b><br><br><b>Activities:</b>  |

Assessments for Instruction:

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| <ul style="list-style-type: none"><li>• Fountas and Pinnell Benchmark</li><li>• Running Records</li></ul> | <ul style="list-style-type: none"><li>• Reading Proficiency Checklist</li><li>• Writing Proficiency Checklist</li><li>• Phonics Assessments</li></ul> | <ul style="list-style-type: none"><li>• Words Their Way</li><li>• Content Areas Unit tests</li><li>• Math Assessments: Unit, Cumulative, ACI’s BOY, MOY, EOY</li></ul> |
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|-----------|--|---|--|--|---|--|
| SEPTEMBER | 1 <sup>ST</sup> trimester Big Idea/Theme:  |   |  |  |   |  |
|           | 1 <sup>ST</sup> trimester extended literature text: Mentor(anchor) or extended read aloud text    Compare and synthesize ideas across other related texts. Have text focused discussions. Produce oral, and written responses.   |   |  |  |   |  |
|           | 1st  trimester Author Study:   |   |  |  |   |  |
|           | Social Emotional Lessons: Second Step: Lessons 2-5   |   |  |  |   |  |
|           | Month  | Literacy/Reading Workshop (75-90 minutes)   |  | Writer’s Workshop (45 minutes)   | Word Study: Phonics & Spelling (30 minutes)   | Math Workshop (60 minutes)   |
|           | Whole Group Instruction  | Small Group/Independent/One to One/<br>Options/Writing About Reading  |  |  |   |  |
|           | <b>Teacher continues the mentor text modeling lessons with the text. Possible Mentor Texts:</b><br><u>Because of Winn Dixie, The Brilliant Fall of Gianna Z, Each Little Bird that Sings, On My Honor, Summer of the Monkeys</u><br>Constructed Reading Response Unit – Focus on character traits (5 days)<br>CC.4.R.L.3 Key Ideas and Details: Describe in depth a <b>character</b> , setting, or event in a story or drama, <b>drawing on specific details in the text (e.g., a character’s thoughts, words, or actions) &amp; (W.4.1 a-d, W.4.9)</b> <ul style="list-style-type: none"><li>Teach the structure of a constructed response: Introduction with thesis, title of book, and possible hook. Reasons and evidence to support the thesis. Pushing thinking, Closing. Close read of mentor text to generate an idea(s) about a character.</li><li>Select an idea about a character trait. Teach students to craft a thesis statement to make sure the thesis can be supported. Gather evidence and teach how to organize a plan (ex. Boxes and bullets/Claim, Evidence, Reasoning)</li><li>Teach students how to support the thesis with evidence by either summarizing/paraphrase the text.</li><li>Teach students how to support the thesis by using a direct quote. Use quotation marks and commas when quoting the text.</li><li>Teach students how to push their thinking and provide a closing statement</li></ul> | Lit Study Groups with Realistic Fiction<br><br><u>Possible Writing About Reading Opportunities for the whole unit</u> <ul style="list-style-type: none"><li>Creating a mental picture, sketch to stretch</li><li>Stop and jot with read aloud</li><li>Narrative story structure – story arc, timeline, storytelling glove, Somebody, Wanted, But, So, Then</li><li>Boxes and Bullets on character traits</li><li>Double journal entry – text evidence, my thinking</li><li>Reflection on CR discussion</li><li>Write to CR essential question after discussion</li><li>Prediction three column chart: What? How? Why?</li><li>Track character change over time</li><li>Write explicit and implicit questions for literature study/ book club</li><li>Write text dependent questions</li><li>T- charts notice and name the literary language of a text</li><li>Writing to prepare for literature study: sticky notes, double journal entry, discussion questions for group, etc.</li></ul> | <b>Personal Narrative</b> <ul style="list-style-type: none"><li>Writers use commas and quotation marks for dialogue.</li><li>Writers use paragraphs to organize writing.</li><li>Writers use appropriate transition words to manage the sequence of events.</li><li>Writers select a significant piece that they want to develop into a final draft. Storytell to plan and select.</li><li>Writers use text maps/plans to develop the story to be written.</li></ul>   | <b>Unit 1 Week 1</b> <ul style="list-style-type: none"><li><b>Long a (a_e, ai,ay,ei,ea) and short a</b></li></ul><br><b>Handwriting i, t</b>       | <ul style="list-style-type: none"><li><b>1-7 U.S Traditional Addition</b></li><li><b>1-8 Cracking the Muffin Code OR</b></li><li><b>1-8 Cracking the Muffin Code OR</b></li></ul>   | <b><u>Continue Energy from above:</u></b><br><br><b><u>Assessments:</u></b><br><b>*Lesson Assessments for Mystery Science</b>  |
|           | <b>Realistic Fiction Unit (3 weeks) - Teacher uses mentor text to model and demonstrate lessons.</b> <ul style="list-style-type: none"><li>Visualize to create a mental picture: think aloud to show the mental picture you have. Pay attention to the details of the story to give a detailed movie.</li><li>Pay attention to the setting of the story and why it is important</li><li>Summary of text: Somebody, Wanted, But, So, Then, tell in sequential order</li><li>Infer character traits by using details in the text (what the character, says, thinks and what others say about them</li><li>Point of view affects the events of the story are described (first person, third person) - Compare and contrast the types of point of view</li></ul>   | Lit Study/Book Club Groups with Realistic Fiction <ul style="list-style-type: none"><li>Students prepare for literature study - recording thoughts, questions, predictions, etc.</li><li>Students prepare independently, with peer conferences and 1:1 conferences with the teacher</li><li>Teachers meet with small groups - act as a participant - contributing to lift the learning of the students to address reading, writing, speaking and listening standards</li><li>Teachers provide explicit instruction to groups of students for constructed responses related</li></ul>  | <b>Personal Narrative</b> <ul style="list-style-type: none"><li>Writers write the second draft in a new and different way. (Discovery Draft)</li><li>Writers vary sentences: length, simple, complex</li><li>Writers combine sentences</li><li>Writers use concrete words and phrases to convey experiences precisely. (specific nouns) Order adjectives with sentences according to conventional patterns.</li><li>Writers use specific verbs to signal precise action, emotions, or states of being. (active verbs vs. State of being verbs)</li></ul>   | <b>Unit 1 Week 2</b> <ul style="list-style-type: none"><li><b>Long e (e_e, ea. Ee.ey. y,ie,e) and short e</b></li></ul><br><b>Handwriting u, w</b> | <ul style="list-style-type: none"><li><b>1-9 U.S. Traditional Subtraction</b></li></ul>   |  |
|           | <b>Realistic Fiction (3 weeks) Teacher uses mentor text to model and demonstrate lessons.</b> <ul style="list-style-type: none"><li>Make predictions based on text evidence. What will happen, why do you think that? Read on to confirm or reject predictions</li><li>Character traits – Use evidence to name character traits. Mine the text for support – what the character says, does, thinks and what other characters say about them</li><li>Read with that theory in mind to confirm, reject or revise it based on evidence.</li><li>Question the text: form explicit and implicit questions about the text and read to answer them – Right there, think and search, author and me, on my own questions</li></ul>  | Lit Study/Book Club Groups with Realistic Fiction <ul style="list-style-type: none"><li>Students prepare for literature study - recording thoughts, questions, predictions, etc.</li><li>Students prepare independently, with peer conferences and 1:1 conferences with the teacher</li><li>Teachers meet with small groups - act as a participant - contributing to lift the learning of the students to address reading, writing, speaking and listening standards</li><li>Teachers provide explicit instruction to groups of students for constructed responses related</li></ul>  | <b>Personal Narrative</b> <ul style="list-style-type: none"><li>Writers use figurative language to enhance writing (onomatopoeia, simile)</li><li>Writers use relevant, descriptive details to develop the climax and support the theme of the story (heart of the story).</li><li>Writers orient the reader with a strong introduction (action, hint at the problem, list, or setting)</li><li>Writers write a conclusion(s)/ending that follows from a narrated experience or event.</li><li>Writers move from simple to complex sentences correcting inappropriate fragments and run-ons.</li></ul> | <b>Unit 1 Week 3</b> <ul style="list-style-type: none"><li><b>Long o (o_e, oa, ow, oe, o) and short o</b></li></ul><br><b>Handwriting e, l</b>     | <ul style="list-style-type: none"><li><b>1-10 U.S. Customary Units of Length</b></li><li><b>1-11 Points, Line Segments, Lines and Rays</b></li><li><b>1-12 Angles, Triangles, and Quadrilaterals</b></li><li><b>1-13 Finding Perimeters of Squares and Rectangles</b></li></ul>                                 | <b>Content: Waves and their Application in Technologies for Information Transfer</b><br><b><u>Skills: At the end of the unit, students will be able to:</u></b> <ul style="list-style-type: none"><li>Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move. (4-PS4-1)</li><li>Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen. ((4-PS4-2)</li><li>Generate and compare multiple solutions that use patterns to transfer information.(4-PS4-3)</li></ul><br><b><u>Suggested Resource:</u></b> <ul style="list-style-type: none"><li><b>Mystery Science: Waves of Sound (PS4-1, PS4-3)- 4 lessons (2 weeks)</b></li></ul> |
|           | <b>Realistic Fiction Teacher uses mentor text to model and demonstrate lessons.</b> <ul style="list-style-type: none"><li>Determine the theme of the story – what is theme?</li><li>What theme develops across the story – related to the character’s problem and how they solved the problem</li><li>Author’s craft: How did the author’s use of words and phrases add to the enjoyment of the text? Figurative language (Simile, metaphor, etc.)</li><li>Author’s craft/structure: How did the author add suspense to the plot?</li><li>Determine the meaning of words and phrases as they are used in the text</li></ul>  | Lit Study/Book Club Groups with Realistic Fiction <ul style="list-style-type: none"><li>Students prepare for literature study - recording thoughts, questions, predictions, etc.</li><li>Students prepare independently, with peer conferences and 1:1 conferences with the teacher</li><li>Teachers meet with small groups - act as a participant - contributing to lift the learning of the students to address reading, writing, speaking and listening standard</li><li>Teachers provide explicit instruction to groups of students for constructed responses related</li></ul>   | <b>Personal Narrative</b> <ul style="list-style-type: none"><li>Writers use references to edit for standard English grammar: use prepositional phrases</li><li>Writers proofread to edit for capital letters and end punctuation.</li><li>Writers use resources (dictionary, priority word list, checklists, peers) to edit for spelling.</li><li>Writers publish a final copy that follows standard English grammar.</li><li>Writers share their writing with others.</li></ul>   | <b>Unit 2 Week 1</b> <ul style="list-style-type: none"><li><b>Long i(i_e, igh,y,ie,i) and short I</b></li></ul><br><b>Handwriting b, h</b>         | <ul style="list-style-type: none"><li><b>Unit Review</b></li><li><b>1-14 Unit 1 Progress Check</b></li><li><b>1-14 Unit 1 Progress Check OR</b></li><li><b>Unit 2: Multiplication and Geometry</b><br/><b>Basic Facts: Review Multiplication strategies</b></li><li><b>2-1 Square Number Patterns</b></li></ul> | <b><u>Optional Resources:</u></b> <ul style="list-style-type: none"><li>HMH Unit 3: Waves and Information Transfer</li><li>Defined Learning: Audiologist (PS4-1, LS1-1, LS1-2, ETS1)</li></ul><br><b><u>Essential Questions:</u></b><br><br><b><u>Activities:</u></b><br><br><b>Assessments: Mystery Science: :Lesson Assessments</b>  |

Assessments for Instruction:

|   |   |  |
|---|---|--|
| <ul style="list-style-type: none"><li>Fountas and Pinnell Benchmark</li><li>Running Records</li></ul> | <ul style="list-style-type: none"><li>Reading Proficiency Checklist</li><li>Writing Proficiency Checklist</li><li>Phonics Assessments</li></ul> | <ul style="list-style-type: none"><li>Words Their Way</li><li>Content Areas Unit tests</li><li>Math Assessments: Unit, Cumulative, ACI’s BOY, MOY, EOY</li></ul> |
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Quincy Public School Fourth Grade Curriculum Map

| 2 <sup>ND</sup> trimester Big Idea/Theme:   |   |   |  |  |   |   |
|---|---|---|--|--|---|---|
| 2nd trimester extended literature text: Mentor(anchor) or extended read aloud text   Compare and synthesize ideas across other related texts. Have text focused discussions. Produce oral, and written responses. |   |   |  |  |   |   |
| 2nd trimester Author Study:   |   |   |  |  |   |   |
| Social Emotional Lessons PBIS Booster, Second Step: Unit 2: Lessons 6-7, Review class expectations  |   |   |  |  |   |   |
| Month   | Literacy/Reading Workshop (75-90 minutes)   |   | Writer’s Workshop (45 minutes)   | Word Study: Phonics & Spelling (30 minutes)  | Math Workshop (60 minutes)  | Content Workshop (50-60 minutes)<br><i>*Integrate across the curriculum</i>   |
|   | Whole Group Instruction   | Small Group/Independent/One to One/ Options/Writing About Reading   |  |  |   |   |
| OCTOBER   | <b>Informational Reading – determining the main idea and supporting evidence of a text: 4 Weeks</b> <ul style="list-style-type: none"><li>Preview an informational text to set a purpose for reading and write an explicit focus statement using informational text for the reading log</li><li>What are text features? Table of contents, index, headings, subheadings, graphs, charts, maps etc.</li><li>Explain how the text features contribute to the understanding of the text</li><li>Adjusting reading rate for informational text – difference from narrative text</li><li>Asking questions while reading informational texts – implicit, explicit (Right there, think and search, on my own, author and me)</li></ul>   | Guided Reading Groups/Close Reading Reciprocal Teaching<br><b>Possible writing about reading opportunities for the whole unit:</b> <ul style="list-style-type: none"><li>How did I adjust my reading for informational text reading?</li><li>Taking notes from informational texts: Venn diagram, T- chart, Boxes and bullets, etc.</li><li>Notice and name text structures in the informational books read</li><li>Chart for unknown words: Word/Inferred meaning/Text Clues/Definition from resource</li><li>Annotated text</li></ul>   | <b>On Demand Writing: “Just Like Home” and “Life Doesn’t Frighten Me”</b><br><b>IAR Practice Reading and Writing - Theme Writing Opportunity</b> <ul style="list-style-type: none"><li>RL4.1-Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</li><li>RL 4.2-Determine a theme of a story, drama, or poem from details in a text; summarize the text</li><li>RL 4.3-Describe in depth a character, setting, or event, drawing on specific details in the text</li><li>RL 4.4- Determine the meaning of words and phrases as they are used in a text.</li><li>RL 4.5- Explain major differences between poems, drama, and prose.</li><li>Write an essay that explains how the theme of the story is show through the characters and how the theme of the poem is show through the speaker (RL.4.1, RL 4.2, W4-10)</li></ul> | <b>Unit 2 Week 2:</b> <ul style="list-style-type: none"><li>Long u (u_e, ue, ew,u) and short u</li></ul><br><b>Handwriting</b><br>f, k | <ul style="list-style-type: none"><li>2-2 Area Formula for Rectangles</li><li>2-3 Factors and Factor Pairs</li><li>2-4 Multiples</li></ul>  | <b><u>Content:</u></b> Geography in Our State, Our Nation (Regions)<br><b><u>Skills:</u></b> Students will be able to: <ul style="list-style-type: none"><li>Construct print and digital maps and other topographic representations to show the details of places and regions and their environmental characteristics. (SS.4. G.1)</li><li>Explain how the cultural and environmental characteristics of places change over time.(SS.4.G.2)</li><li>Investigate the human effects on the physical environment over time. (SS.4.G.3)</li></ul><br><b><u>Content:</u></b> History in Our State, Our Nation<br><b><u>Skills:</u></b> At the end of this unit, students will be able to: <ul style="list-style-type: none"><li>Study important individuals or major events in order to recognize and explain that there are multiple cultural perspectives. (SS.4.H.1)</li><li>Generate questions about multiple historical sources and their relationships to particular historical events and developments. (SS.4.H.2)</li><li>Explain probable causes and effects of events and developments in Illinois history. .(SS.4.H.3)</li></ul> <b><u>Optional Resources:</u></b> <ul style="list-style-type: none"><li>MyWorld Chapter 1: Geography of the U.S</li><li>MyWorld Chapter 7: Regions: Midwest</li><li>MyWorld Chapter 2: American and their History</li><li>MyWorld Chapter 10: History Today</li><li>My World: Chapter 11: History of Illinois</li><li>HMH: Geography*</li><li>HMH: U.S. Landscapes</li><li>HMH: Climate</li><li>HMH: How Americans Live</li><li>HMH: The Midwest, Northeast, Southeast, Southwest, The West)</li><li>EngageNY: Call For Change</li></ul><br><b><u>Essential Questions:</u></b> <ol style="list-style-type: none"><li>How do geographic features shape a state or country’s history?</li><li>How did Illinois Develop into a US state?</li><li>What makes Illinois valuable?</li></ol><br><i>Please see framework and integration template in Schoology for more information.</i><br><br><b><u>Common Assessment:</u></b> <ul style="list-style-type: none"><li>Explore Illinois! Project Based Learning Assessemnt<ul style="list-style-type: none"><li>Tourism Map</li><li>Travel Guide</li><li>Presentation</li><li>Individual Task</li></ul></li></ul><br><i>Please see Schoology for Common Assessment Documents</i> |
|   | <b>Informational Reading</b> <ul style="list-style-type: none"><li>Determine the main idea of a text and how it is supported with details (Boxes and Bullets)</li><li>Boxes and Bullets practice</li><li>Determining the difference between important information and interesting information</li><li>Fact – Question – Response – Reading to learn and thinking about what we have learned</li><li>Summarize the text at intervals – end of paragraph, end of section, end of chapter</li></ul>  | Guided Reading Groups/Close Reading Reciprocal Teaching <ul style="list-style-type: none"><li>Word Work/Word Study including vocabulary</li><li>Reading text at highest instructional level (Annotating text leaving evidence of active reading, teacher/student 1:1 conference, running record)</li><li>Discussion of the text: tailored strategy work, foundational skills, within, beyond, about texts</li><li>Rereading texts: for text support, prepare for writing about reading, fluency practice</li><li>Write about Reading: Annotations/Graphic Organizers/ Structured response that includes text support (Possible ideas listed above)</li></ul> Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoology | <b>Research #1 Topic can relate to content learning or student interest. Unit addresses these standards: W.4.7, W.4.8, W.4.9.</b> <ul style="list-style-type: none"><li>Create an authority list to grow ideas for potential topics – Narrow the topic</li><li>Set up a system for recording, organizing information – research folder, tabs in notebooks, etc.</li><li>Determine possible categories and questions for research</li><li>Draw evidence from informational texts to support research – paraphrasing information</li><li>Draw evidence from informational texts to support research –quote text</li></ul>  | <b>Unit 2 Week 3</b> <ul style="list-style-type: none"><li>Closed syllables</li></ul><br><b>Handwriting</b><br>r, s                    | <ul style="list-style-type: none"><li>2-5 Prime and Composite Numbers</li><li>2-6 Little and Big OR</li><li>2-6 Little and Big OR</li><li>2-7 Units of Time</li></ul>   |   |
|   | <b>Informational Reading</b> <ul style="list-style-type: none"><li>Determine the meaning of unknown words or domain specific words: Use the text – contents, glossary, graphic</li><li>Determine the meaning of words using clues, background knowledge, inferences</li><li>Looking for structure within informational texts: chronological – Time - Sequence</li><li>Looking for structure within informational texts: chronological – Compare Contrast</li><li>Looking for structure within informational texts: chronological – Problem Solution</li></ul>   | Guided Reading Groups/Close Reading Reciprocal Teaching <ul style="list-style-type: none"><li>Word Work/Word Study including vocabulary</li><li>Reading text at highest instructional level (Annotating text leaving evidence of active reading, teacher/student 1:1 conference, running record)</li><li>Discussion of the text: tailored strategy work, foundational skills, within, beyond, about texts</li><li>Rereading texts: for text support, prepare for writing about reading, fluency practice</li><li>Write about Reading: Annotations/Graphic Organizers/ Structured response that includes text support (Possible ideas listed above)</li></ul> Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoology | <b>Research #1</b> <ul style="list-style-type: none"><li>Draw evidence from informational texts to support research – notetaking</li><li>Organize information for drafting using a selected text map</li><li>Write from a plan/outline developing the topic with facts, definitions, specific words.</li><li>Write from a plan/outline developing the topic with facts, definitions, specific words</li><li>Introduce the topic with an introduction</li></ul>   | <b>Unit 3 Week 1:</b> <ul style="list-style-type: none"><li>Open Syllables</li></ul><br><b>Handwriting</b><br>j, p                     | <ul style="list-style-type: none"><li>2-8 Multiplicative Comparisons</li><li>2-9 Multiplicative Comparisons and Number Stories</li><li>2-10 Classifying Triangles</li><li>2-11 Classifying Quadrilaterals</li></ul> |   |
|   | <b>Informational Reading- Possible text “Family Ties” “Return of the Gray Wolf” * Or text aligned to content</b> <ul style="list-style-type: none"><li>Determine what the text says explicitly, determine main ideas and details and draw inferences from the text (RI.4.1, RI.4.2) " Return of the Gray Wolf"</li><li>Describe the overall structure of the events, ideas and concepts in a text or part of a text(RI.4.5 " Return of the Gray Wolf"</li><li>Determine what the text says explicitly, determine main ideas and details and draw inferences from the text (RI.4.1, RI.4.2) "Family Ties"</li><li>Describe the overall structure of the events, ideas and concepts in a text or part of a text(RI.4.5 "Family Ties"</li><li>Compare and contrast information on the same event or topic, describe the differences in the information provided (RI.4.8)</li></ul> | Guided Reading Groups/Close Reading Reciprocal Teaching <ul style="list-style-type: none"><li>Word Work/Word Study including vocabulary</li><li>Reading text at highest instructional level (Annotating text leaving evidence of active reading, teacher/student 1:1 conference, running record)</li><li>Discussion of the text: tailored strategy work, foundational skills, within, beyond, about texts</li><li>Rereading texts: for text support, prepare for writing about reading, fluency practice</li><li>Write about Reading: Annotations/Graphic Organizers/ Structured response that includes text support (Possible ideas listed above)</li></ul>  | <b>Research #1</b> <ul style="list-style-type: none"><li>Provide a concluding statement related to the information presented</li><li>Revise for clarity and support – word choice, sentence variety</li><li>Use modal auxiliaries to convey conditions (can, may, must)</li><li>Edit to produce a clear and coherent piece, capitalization, incorrect spelling, correct grammar</li><li>Publish using technology as available</li></ul>  | <b>Unit 3 Week 2</b> <ul style="list-style-type: none"><li>Vowel team syllables</li></ul>  | <ul style="list-style-type: none"><li>2-12 Finding Line Symmetry</li><li>2-13 Finding the Pattern</li><li>Unit Review</li><li>2-14 Unit 2 Progress Check</li></ul>  |   |

Assessments for Instruction:

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|---|---|--|
| <ul style="list-style-type: none"><li>Fountas and Pinnell Benchmark</li><li>Running Records</li></ul> | <ul style="list-style-type: none"><li>Reading Proficiency Checklist</li><li>Writing Proficiency Checklist</li><li>Phonics Assessments</li></ul> | <ul style="list-style-type: none"><li>Words Their Way</li><li>Content Areas Unit tests</li><li>Math Assessments: Unit, Cumulative, ACI’s BOY, MOY, EOY</li></ul> |
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Quincy Public School Fourth Grade Curriculum Map

| 2 <sup>ND</sup> trimester Big Idea/Theme:   |  |   |   |   |   |   |
|---|--|---|---|---|---|---|
| 2nd trimester extended literature text: Mentor(anchor) or extended read aloud text Compare and synthesize ideas across other related texts. Have text focused discussions. Produce oral, and written responses. |  |   |   |   |   |   |
| 2nd trimester Author Study:   |  |   |   |   |   |   |
| Social Emotional Lessons Second Step: Lessons 8, PBIS Booster, SS Lesson 9, Review Expectations, SS Lesson 10   |  |   |   |   |   |   |
| Month   | Literacy/Reading Workshop (75-90 minutes)  |   | Writer’s Workshop (45 minutes)  | Word Study: Phonics & Spelling (30 minutes)   | Math Workshop (60 minutes)  | Content Workshop (50-60 minutes)<br><i>*Integrate across the curriculum</i> |
|   | Whole Group Instruction  | Small Group/Independent/One to One/ Options/Writing About Reading   |   |   |   |   |
| NOVEMBER  | <b>Constructed Reading Response Unit #2– Integration of information across 2 texts. Text sets used can be the same set of close reading texts used from the previous week’s close reading opportunity.</b><br><br><b>CC.4. RI.9</b> Integration of Knowledge and Ideas: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably & <b>(W.4.1 a-d, W.4.9)</b> <ul style="list-style-type: none"><li>Teach students to craft a thesis statement to make sure the thesis can be supported. Gather evidence and teach how to organize a plan (ex. Boxes and bullets/Claim, Evidence, Reasoning)</li><li>Teach students how to support the thesis with evidence by either summarizing/paraphrase the text.</li><li>Teach students how to support the thesis by using a direct quote. Use quotation marks and commas when quoting the text.</li><li>Teach students how to include both text evidence and push their thinking throughout the body paragraphs</li><li>Teach students how to provide a closing statement that restates the thesis and why it matters</li></ul> | Guided Reading Groups/Close Reading<br>Reciprocal Teaching <ul style="list-style-type: none"><li>Word Work/Word Study including vocabulary</li><li>Reading text at highest instructional level (Annotating text leaving evidence of active reading, teacher/student 1:1 conference, running record)</li><li>Discussion of the text: tailored strategy work, foundational skills, within, beyond, about texts</li><li>Rereading texts: for text support, prepare for writing about reading, fluency practice</li><li>Write about Reading: Annotations/Graphic Organizers/ Structured response that includes text support (Possible ideas listed above)</li></ul> Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoology  | <b>Persuasive Letter (5 Days)</b> <ul style="list-style-type: none"><li>Introduction to persuasive genre – Read mentor letter, exemplar and deconstruct it to show the structure</li><li>Generate ideas for writing – plan for drafting using a letter text guide</li><li>Create a structure in which ideas are grouped together to support purpose – paragraphs, drafting from plan using facts, definitions, information etc. to develop a paragraph</li><li>Drafting with specific words and phrases that convey ideas precisely – modal auxiliaries (can, may, must)</li><li>Introducing a topic clearly, and providing a concluding statement</li></ul>  | <b>Unit 3 Week 3:</b> <ul style="list-style-type: none"><li>Vowel r syllables</li></ul><br><b>Handwriting a, d</b>          | <ul style="list-style-type: none"><li><b>2-14 Unit 2 Progress Check Cumulative</b></li><li><b>Unit 3- Fractions and Decimals</b></li><li><b>Basic Facts: Review</b></li><li><b>Multiplication strategies</b></li><li><b>3-1 Equal Sharing and Equivalence</b></li><li><b>3-2 Fraction Circles and Equivalence</b></li></ul> | Continue from above.  |
|   | <b>Adventure/Fantasy Unit (20 days) Possible mentor texts: <u>Raising Dragons, The Boy Who was Followed Home, The Spiderwick Chronicles or The Paperbag Princess</u></b> <ul style="list-style-type: none"><li>Read the mentor text to the children. After reading and enjoying the text deconstruct the text to show students that this genre is another form of narrative text and includes: characters, setting, problem, solution, theme.</li><li>Book talks and selection for Adventure/Fantasy Lit Study/book club</li><li>Outlining the world of fantasy – stories are more vivid, more intense, wild, dangerous, complex. Fate of mankind rests on the choices made by the main character</li><li>Fantasy stories are based on the themes of good vs. Evil, power corrupts, quest to be better, or the smallest of us can affect the world. Fantasy stories and their themes should change you</li><li>Explore the settings of fantasy books: Where? When?</li></ul>   | Adventure/Fantasy Lit Discussion Groups<br>Independent Reading<br>Partner conferences<br>Teacher -Student Conferences<br><br>Possible Writing about reading opportunities for students throughout the unit. <ul style="list-style-type: none"><li>Text maps</li><li>Describe why the book is an example of fantasy. Support with evidence from the text.</li><li>Turn and Talk, stop and jot during whole group lessons</li><li>Describe the setting of the book and why it matters for fantasy</li><li>Prepare for literature discussion/book club. Double journal or triple journal entry, character traits and evidence</li><li>Track lessons that characters learn in the story</li><li>Make a chart tracking the new vocabulary learned as you read fantasy.</li><li>Notice and name the author’s craft</li><li>Describe the theme of the text. Support with evidence from the text.</li><li>Describe the author’s use of symbolism. <b>Support with evidence from the text.</b></li></ul> | <ul style="list-style-type: none"><li>Revising to strengthen writing, editing for correct capitalization, punctuation and spelling – Publish and send letter.</li></ul> <b>Fiction Writing: Real or Imagined 20 days -W.4.3- Write a narrative to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Possible mentor texts include: <u>Enemy Pie, Crab Moon, or My Best Friend</u> or <u>Raising Dragons, The Boy Who was Followed Home, The Spiderwick Chronicles or The Paperbag Princess</u></b> <ul style="list-style-type: none"><li>Introduction to writing fiction: real or imagined. Read mentor text. Discuss it with students, then deconstruct with the text map.</li><li>Generate ideas for fiction(real or imagined);writing about an experience you wish could have had, tweaking an experience you have had, or considering themes that authors who write for children commonly write about (friendship, hope, love, survival, determination, loss, change, etc.) Some students write a sequel for the mentor text.</li><li>Select an idea that makes the story unfold naturally. Consider the structure of narrative: characters, setting, plot/climax, problem, solution, theme.</li><li>Develop characters: plan to show character responses to situations – character thoughts, actions, motivation</li></ul> | <b>Unit 4 Week 1</b> <ul style="list-style-type: none"><li>Compounds words</li></ul><br><b>Handwriting g, o</b>             | <ul style="list-style-type: none"><li><b>3-3 Number Lines and Equivalence</b></li><li><b>3-4 An Equivalent Fractions Rule</b></li><li><b>3-5 Veggie Pizzas OR</b></li><li><b>3-5 Veggie Pizzas OR</b></li></ul>   |   |
|   | <b>Adventure/Fantasy</b> <ul style="list-style-type: none"><li>Expand discussion on settings of fantasy books. What kind of place is this? Draw on specific details, How does the setting add to the fantasy?</li><li>How do you orient yourself to the world of fantasy? You connect the fantasy to the real world and/or events</li><li>Characterization: Readers are sometimes confused at the beginnings of books. Take note of when the character is asking or seeking information. Readers</li><li>Readers take note of the character’s struggles and motivation. Pay attention when the character figures something out.</li></ul>  | Adventure/Fantasy Lit Discussion Groups<br>Independent Reading<br>Partner conferences<br>Teacher -Student Conferences <ul style="list-style-type: none"><li>Students prepare for literature study - recording thoughts, questions, predictions, etc.</li><li>Students prepare independently, with peer conferences and 1:1 conferences with the teacher</li><li>Teachers meet with small groups - act as a participant - contributing to lift the learning of the students to address reading, writing, speaking and listening standards</li><li>Teachers provide explicit instruction to groups of students for constructed responses related</li></ul>  | <b>Fiction (real or imagined)</b> <ul style="list-style-type: none"><li>Develop characters: plan to show character responses to situations – character traits, internal and external</li><li>Selection of point of view: first person or third person</li><li>Using punctuation to write compound sentences</li><li>Draft a clear and coherent story that unfolds naturally- showing vs. telling</li></ul>  | <b>Unit 4 Week 2</b> <ul style="list-style-type: none"><li>Vowel consonant e syllables</li></ul><br><b>Handwriting c, q</b> | <ul style="list-style-type: none"><li><b>3-6 Comparing Fractions</b></li><li><b>3-7 Comparing and Ordering Fractions</b></li><li><b>3-8 Modeling Tenths with Fraction Circles</b></li></ul>   |   |
|   | <b>Adventure/Fantasy</b> <ul style="list-style-type: none"><li>Vocabulary: Readers add new words to their vocabulary and use them in discussion and writing.</li><li>Vocabulary: Readers recognize subtle meanings for words used in context. Readers pay attention to new meanings for unknown words using context including words used figuratively.</li><li>Complex texts: Track multiple plot lines and problems and solutions using charts, timelines or other graphic organizers<ul style="list-style-type: none"><li>Readers recognize that in some fantasy or adventure stories characters do not always solve all their problems.</li></ul></li></ul>   | Adventure/Fantasy Lit Discussion Groups <ul style="list-style-type: none"><li>Students prepare for literature study - recording thoughts, questions, predictions, etc.</li><li>Students prepare independently, with peer conferences and 1:1 conferences with the teacher</li><li>Teachers meet with small groups - act as a participant - contributing to lift the learning of the students to address reading, writing, speaking and listening standards</li><li>Teachers provide explicit instruction to groups of students for constructed responses related</li></ul>  | <b>Fiction (real or imagined)</b> <ul style="list-style-type: none"><li>Maintain consistent verb tense throughout the story- use progressive verb tenses.</li><li>Use concrete words to manage experiences, events and time – appropriate transition words for narrative text</li><li>Use concrete words to convey experiences – figurative language including onomatopoeia and simile</li><li>Use relevant description to support the theme of the story– developing and revising the heart of the story</li><li>Use dialogue and description to develop experiences and events to show the responses of characters to situations</li></ul>  | <b>Unit 4 Week 3:</b> <ul style="list-style-type: none"><li>Consonant -le syllables</li></ul>                               | <ul style="list-style-type: none"><li><b>3-9 Modeling Decimals with Base-10 Blocks</b></li><li><b>3-10 Tenths and Hundredths</b></li><li><b>3-11 Tenths and hundredths of a Meter</b></li><li><b>3-12 Tenths of a Centimeter</b></li></ul>  |   |

Assessments for Instruction:

|   |   |  |
|---|---|--|
| <ul style="list-style-type: none"><li>Fountas and Pinnell Benchmark</li><li>Running Records</li></ul> | <ul style="list-style-type: none"><li>Reading Proficiency Checklist</li><li>Writing Proficiency Checklist</li><li>Phonics Assessments</li></ul> | <ul style="list-style-type: none"><li>Words Their Way</li><li>Content Areas Unit tests</li><li>Math Assessments: Unit, Cumulative, ACI’s BOY, MOY, EOY</li></ul> |
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# Quincy Public School Fourth Grade Curriculum Map

|          |   |  |   |   |  |   |
|----------|---|--|---|---|--|---|
| DECEMBER | 2 <sup>ND</sup> trimester Big Idea/Theme:   |  |   |   |  |   |
|          | 2nd trimester extended literature text: Mentor(anchor) or extended read aloud text   Compare and synthesize ideas across other related texts. Have text focused discussions. Produce oral, and written responses.   |  |   |   |  |   |
|          | 2nd trimester Author Study:   |  |   |   |  |   |
|          | Social Emotional Lessons: PBIS Booster, Review Class Expectations   |  |   |   |  |   |
|          | Month   | Literacy/Reading Workshop (75-90 minutes)  |   | Writer’s Workshop (45 minutes)  | Word Study: Phonics & Spelling (30 minutes)  | Math Workshop (60 minutes)  |
|          | Whole Group Instruction   | Small Group/Independent/One to One/<br>Options/Writing About Reading   |   |   |  |   |
|          | <b>Adventure/Fantasy</b> <ul style="list-style-type: none"><li>Craft and structure: Analyze how the author crafted the text by critically examining the writer’s word choice.</li><li>Craft and structure: Analyze how the developed the characters and the plot.</li><li>Craft and structure: Analyze how the author crafted the text using figurative language to for imagery and to show feeling and mood.</li><li>Craft and structure: Analyze how the author crafted the text by critically examining how the author revealed the theme or symbols.</li></ul>  | <b>Adventure/Fantasy Lit Discussion Groups</b> <ul style="list-style-type: none"><li>Students prepare for literature study - recording thoughts, questions, predictions, etc.</li><li>Students prepare independently, with peer conferences and 1:1 conferences with the teacher</li><li>Teachers meet with small groups - act as a participant - contributing to lift the learning of the students to address reading, writing, speaking and listening standards</li><li>Teachers provide explicit instruction to groups of students for constructed responses related</li></ul>  | <b>Fiction (real or imagined)</b> <ul style="list-style-type: none"><li>Enhance a story with developed dialogue including use of correct punctuation – commas and quotation marks.</li><li>Orient the reader by establishing and introducing a narrator and character. Introductions may include one or more of the following: action, onomatopoeia, foreshadowing, listing or describing the setting.</li><li>Provide a conclusion that follows from the narrated experience or event – establish the significance of the theme – the lesson the character learned, and we can learn, too.</li><li>Revise to strengthen writing: work on order of adjectives according to conventional patterns (ex. Small red bag rather than a red small bag</li></ul> | <b>Unit 5 Week 1</b> <ul style="list-style-type: none"><li><b>Hard and soft c, g</b></li></ul><br><b>Handwriting<br/>n, m</b>                     | <ul style="list-style-type: none"><li><b>3-13 Comparing Decimals</b></li><li><b>Unit 3 Review</b></li><li><b>3-14 Unit 3 Progress Check</b></li><li><b>3-14 Unit 3 Progress Check OR</b></li></ul>   | <b>Assessments:</b><br><br><br><br><br><br><br><br><br><br><b>Continue Civics from previous month</b> |
|          | <b>Opinion Unit: Students will learn to identify the author’s opinion and supports. Read short texts, and articles that are opinion in structure. May include informational texts that include graphs, charts, maps for interpretation. (15 days) Possible mentor text “The Story of Awww!” “From Pet to Threat” “ The Last Living Symbol of the American West”</b> <ul style="list-style-type: none"><li>Determine what the text says explicitly, determine main ideas and details and draw inferences from the text (RI.4.1, RI.4.2)</li><li>Describe the overall structure of the events, ideas and concepts in a text or part of a text (RI.4.5)</li><li>Determine the meaning of general vocabulary and domain specific words and phrases (RI.4.4)</li><li>Explain how an author uses reasons and evidence to support points in text (RI.4.8)</li><li>Draw evidence from informational texts to support analysis and reflection (RI.4.9)</li></ul> | <b>Collaborative Reasoning Groups</b><br>Socratic Seminar<br>Philosophical Chairs<br><br>Possible Writing About Reading Opportunities that can be used throughout the unit: <ul style="list-style-type: none"><li>Use graphic organizers to assist with finding how the author structured and supported the text.</li><li>Compare and contrast 2 or more articles on the same topic.</li><li>Express changes in understanding with Fact Question Response (FQR)</li><li>Mark up text to distinguish between facts and opinions</li><li>Annotate the text</li><li>Track new vocabulary. Analyze how the author used the words to present their opinion.</li><li>Write to the essential question or to prepare for philosophical chairs or Socratic Seminar.</li></ul> | <b>Fiction (real or imagined)</b> <ul style="list-style-type: none"><li>Revise to strengthen writing: Use relative pronouns correctly – who, whose, whom, which, that</li><li>Revise: Use punctuation for effect</li><li>With guidance and support from peers and adults revise, edit and write a final copy utilizing technology when available.</li><li>Use references to edit for a command of the conventions of standard English grammar and usage. (Dictionary, checklists, etc.)</li></ul>   | <b>Unit 5 Week 2</b> <ul style="list-style-type: none"><li><b>R-controlled vowels (ar, or, oar, ore)</b></li></ul><br><b>Handwriting<br/>y, x</b> | <b>Unit 4: Multidigit Multiplication</b> <ul style="list-style-type: none"><li><b>4-1 Extended Multiplication Facts</b></li><li><b>4-2- Making Reasonable Estimates for Products</b></li><li><b>4-3 Partitioning Rectangles</b></li></ul>                                |   |
|          | <b>Opinion Unit</b> <ul style="list-style-type: none"><li>Readers ask questions of texts: Right there, think and search, on my own,</li><li>Reading and understanding text features in opinion text. Headings, subheadings, captions, maps, etc.) How do they contribute to the text? How do the features support the author’s opinion?</li><li>Vocabulary: Determine the meaning of unknown words or domain specific words. Use features of the text to help with unknown words.</li><li>Vocabulary: Determine the meaning of unknown words or domain specific words. Use context clues, background knowledge and inferences to determine the meaning of words. (SLAP strategy)</li></ul>  | <b>Collaborative Reasoning Groups</b> <ul style="list-style-type: none"><li>Review purpose and procedures</li><li>Read text to determine the issue</li><li>Read additional texts to determine issues</li><li>Prepare for discussion using 2 sources - read and annotate text/take notes</li><li>Participate in CR discussion - purpose to understand multiple perspectives</li><li>Reflect on CR discussion - set group goals</li><li>Write to sources - Select position and support with text evidence from both sources</li></ul>  | <ul style="list-style-type: none"><li>Publishing</li><li>Reflection and goal setting</li></ul>  | <b>Unit 5 Week 3:</b> <ul style="list-style-type: none"><li><b>R-controlled vowels (er, ir,ur)</b></li></ul><br><b>Handwriting<br/>v, z</b>       | <ul style="list-style-type: none"><li><b>4-4 Converting Liquid Measures</b></li><li><b>4-5 Walking Away with a Million Dollars OR</b></li><li><b>4-5 Walking Away with a Million Dollars OR</b></li><li><b>4-6 Introducing Partial-Products Multiplication</b></li></ul> |   |
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**Assessments for Instruction:**

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|--|---|--|
| <ul style="list-style-type: none"> <li>• Fountas and Pinnell Benchmark</li> <li>• Running Records</li> </ul> | <ul style="list-style-type: none"> <li>• Reading Proficiency Checklist</li> <li>• Writing Proficiency Checklist</li> <li>• Phonics Assessments</li> </ul> | <ul style="list-style-type: none"> <li>• Words Their Way</li> <li>• Content Areas Unit tests</li> <li>• Math Assessments: Unit, Cumulative, ACI's BOY, MOY, EOY</li> </ul> |
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Quincy Public School Fourth Grade Curriculum Map

| 2 <sup>nd</sup> trimester Big Idea/Theme:  |   |  |  |   |   |   |
|--|---|--|--|---|---|---|
| 2 <sup>nd</sup> trimester extended literature text: Mentor(anchor) or extended read aloud text    Compare and synthesize ideas across other related texts. Have text focused discussions. Produce oral, and written responses. |   |  |  |   |   |   |
| 2 <sup>nd</sup> trimester Author Study:  |   |  |  |   |   |   |
| Social Emotional Lessons : PBIS Booster, Second Step: Lessons: 11,12,13,14   |   |  |  |   |   |   |
| Month  | Literacy/Reading Workshop (75-90 minutes)   |  | Writer’s Workshop (45 minutes)   | Word Study: Phonics & Spelling (30 minutes)   | Math Workshop (60 minutes)  | Content Workshop (50-60 minutes)<br><i>*Integrate across the curriculum</i>   |
|  | Whole Group Instruction   | Small Group/Independent/One to One/ Options/Writing About Reading  |  |   |   |   |
| JANUARY  | <b>Opinion Unit</b> <ul style="list-style-type: none"><li>• Craft and Structure: How did they author structure the text? Compare/ Contrast? Problem/Solution?</li><li>• Craft and Structure: Did the author support one side then the other? Were both sides represented equally? Were all opinions supported?</li><li>• What are the credentials of the author or experts quoted in the text? Example if the article is about zoos, credible sources would be biologists, zoologist, etc.</li><li>• Read another article on the same topic. How do the articles compare? How are they alike? Different? Key ideas and details craft and structure</li><li>• Continued comparison of different article on the same topic</li></ul>  | Guided Reading Groups<br>Collaborative Reasoning Groups<br>Socratic Seminar<br>Philosophical Chairs<br>Independent reading<br>Partner conference, student to teacher conference  | <b>Research #2 (20 days) students will conduct a short research project to examine a topic and convey ideas clearly by writing a paper and possibly create a multi-media presentation. The topic may relate to content unit of study.</b> <ul style="list-style-type: none"><li>• Teacher models the process with a class topic, demonstrating the process of notetaking, organizing for drafting, drafting from an outline and revising and editing.</li><li>• Create an authority list to grow potential ideas for research.</li><li>• Examine mentor texts to determine the ways authors of informational texts organize ideas.</li><li>• Narrow the topic and determine categories and write some open-ended questions to guide the research process. Who, what, When, Where, Why, How questions.</li><li>• Draw evidence from the text – notetaking. How to paraphrase information and record the most important information.</li><li>• Continue to record notes to summarize the key details and utilize both print and digital sources.</li></ul> | <b>Unit 6 Week 1:</b><br>Adverb suffixes -ly, -ily,- ways,-wise<br><br><b>Handwriting A, O</b>  | <ul style="list-style-type: none"><li>• <b>4-7 Metric Units of Mass</b></li><li>• <b>4-8 Money Number Stories</b></li><li>• <b>4-9 Partial-Products Multiplication</b></li><li>• <b>4-10 Multiplication Wrestling</b></li></ul>   | <b><u>Content: Earth’s Place in the Universe</u></b><br><b><u>Skills:</u></b> At the end of this unit, students will be able to: <ul style="list-style-type: none"><li>• Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. (4-ESS1-1)</li></ul> <b><u>Optional Resources:</u></b> <ul style="list-style-type: none"><li>• HMH: Unit 7 Rocks and Fossils</li><li>• Defined Learning: Dinosaur Hunter: Fossils and the Past (ESS1, ESS2-2)</li></ul> <b><u>Content: Earth and Human Activity:</u></b><br><b><u>Skills:</u></b> At the end of this unit, students will be able to: <ul style="list-style-type: none"><li>• Obtain and combine information to describe that energy and fuels are derived from natural resources and that their uses affect the environment ( 4-ESS3-1)</li><li>• Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans. (4-ESS3-2)</li></ul> |
|  | <b>Informational #2 – 20 days – Students will read to synthesize the central idea and supporting evidence of the text and learn to utilize text features to interpret the author’s message. Mentor text chosen should have strong text features.</b> <ul style="list-style-type: none"><li>• With the mentor teach students to preview the text to set a purpose to read. Use text features to help set the purpose.</li><li>• Study how the text features and format of the book contribute to the understanding of the text.</li><li>• Study how the text features can help readers determine the usefulness of books.</li><li>• Study how to ‘read’ a photograph. Evaluate how the photograph contributes to the understanding of the text.</li><li>• Study how to ‘read’ a chart/graph. Evaluate how the chart/graph contributes to the understanding of the text.</li></ul>  | Guided Reading Groups<br>Collaborative Reasoning Groups<br>Socratic Seminar<br>Philosophical Chairs<br>Independent reading<br>Partner conference, student to teacher conference<br><b>Possible Writing About Reading Opportunities that can be used throughout the unit:</b> <ul style="list-style-type: none"><li>• Write about how text features assisted in understanding the text? How did the text feature help me understand the text?</li><li>• Text structure graphic organizers – Venn, Cause effect, timeline, Boxes and Bullets, etc.</li><li>• Write questions before, during and after reading.</li><li>• Create a list of unknown words and how you figured them out. SLAP strategy, word web.</li><li>• Annotate text while reading</li><li>• Write summaries</li><li>• Prepare for group discussion – Philosophical Chairs, Socratic Seminar, Collaborative Reasoning.</li></ul> | <b>Research #2</b> <ul style="list-style-type: none"><li>• Provide basic bibliographic information to support research</li><li>• Use multiple sources of information to support research</li><li>• Determine the meaning of domain specific words and collect words related to the topic.</li><li>• Organize information for drafting using a graphic organizer.</li><li>• Write from an outline organizing ideas into paragraphs including indenting for paragraphs.</li></ul>  | <b>Unit 6 Week 2</b> <ul style="list-style-type: none"><li>• <b>Variant vowels (oo, ew,ue,ould,ull)</b></li></ul> <b>Handwriting D, C</b>           | <ul style="list-style-type: none"><li>• <b>4-11 Area Models for Rectangles and Rectilinear Figures 4-12 Multistep Multiplication Number Stories</b></li><li>• <b>4-13 Lattice Multiplication</b></li><li>• <b>Unit Review</b></li></ul>   | <b><u>Optional Resources:</u></b> <ul style="list-style-type: none"><li>• HMH: Unit 8: Natural Resources and Hazards</li><li>• Defined Learning: Emergency Services Director: Earthquakes (ESS2-2, ESS3-2,ETS1)</li><li>• Energy Movement, Change, &amp; Natural Resources(PS3-1, ESS3-1, ETS1)</li></ul> <b><u>Content: Earth’s System</u></b><br><b><u>Skills:</u></b> At the end of the unit, students will be able to: <ul style="list-style-type: none"><li>• Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.(4-ESS2-1)</li><li>• Analyze and interpret data from maps to describe patterns of Earth’s features.(4-ESS2-2)</li></ul>   |
|  | <b>Informational #2</b> <ul style="list-style-type: none"><li>• Study how to ‘read’ a fact box. Evaluate how the fact box contributes to the understanding of the text.</li><li>• Study how to ‘read’ a map and timeline. Evaluate how the map and time) line contribute to the understanding of the text.</li><li>• Text structure: Find the text structure within an informational text, either at the paragraph level or section level. (chronological, sequence, cause, effect, problem, solution. Find the vocabulary that helps identify or indicate that structure.</li><li>• Text structure: Find the text structure within an informational text, either at the paragraph level or section level. (chronological, sequence, cause, effect, problem, solution. Find the vocabulary that helps identify or indicate that structure.</li><li>• Determine the main idea of text and how it is supported by details. Boxes and bullets.</li></ul> | Guided Reading Groups/Close Reading<br>Reciprocal Teaching/Philosophical chairs/Socratic Seminar <ul style="list-style-type: none"><li>▪ Word Work/Word Study including vocabulary</li><li>▪ Reading text at highest instructional level (Annotating text leaving evidence of active reading, teacher/student 1:1 conference, running record)</li><li>▪ Discussion of the text: tailored strategy work, foundational skills, within, beyond, about texts</li><li>▪ Rereading texts: for text support, prepare for writing about reading, fluency practice</li><li>▪ Write about Reading: Annotations/Graphic Organizers/ Structured response that includes text support (Possible ideas listed above)</li></ul> Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoology   | <b>Research #2</b> <ul style="list-style-type: none"><li>• Write with detail using concrete words, domain specific words, description, examples and evidence.</li><li>• Use a comma before a coordination conjunction in a compound sentence.</li><li>• Draft with domain specific words defining words in context of the sentence, glossary, feature, footnote or caption.</li><li>• Write an introduction that clearly introduces the topic trying several different techniques including but not limited to: questions, quotes, facts, create the scene or situation.</li><li>• Provide a closing statement or section related to the information that brings the research to close</li></ul>   | <b>Unit 6 Week 3:</b> <ul style="list-style-type: none"><li>• <b>Adjective suffixes -ful, -ous,-ible,-able,-some</b></li></ul> <b>Handwriting E</b> | <ul style="list-style-type: none"><li>• <b>4-14 Unit 4 Progress Check</b></li><li>• <b>4-14 Unit 4 Progress Check Cumulative Unit 5- Fractions and Mixed Number Computation; Measurement</b></li><li>• <b>5-1 Fraction Decomposition</b></li><li>• <b>5-2 The Whole for Fractions</b></li></ul> | <b><u>Suggested Resource: Mystery Science: Birth of Rocks(ESS1-1, ESS2-2, ESS2-1, ESS3-2)- Covers all standards but ESS3-1 which is covered in Mystery Science Energizing Everything- 5 lesson(4 weeks)</u></b><br><b><u>Optional Resources:</u></b> <ul style="list-style-type: none"><li>• HMH: Unit 6 Changes to the Earth’s Surface</li><li>• Defined Learning: Erosion Management Specialist(ESS2-1,ESS3-2,ETS1)</li><li>• Defined Learning: Museum Exhibit: Volcanoes and Humans(PS3, ESS2-2)</li></ul>   |
|  | <b>Informational #2 (New article to study for close reading) Possible Close Read- “Animal Architects”</b> <ul style="list-style-type: none"><li>• Determine what the text says explicitly, determine main ideas and details and draw inferences from the text (RI.4.1, RI.4.2)</li><li>• Describe the overall structure of the events, ideas and concepts in a text or part of a text (RI.4.5)</li><li>• Determine the meaning of general vocabulary and domain specific words and phrases (RI.4.4)</li><li>• Interpret information presented visually and explain how it contributes to the understanding of the text</li><li>• Draw evidence from informational texts to support analysis and reflection (RI.4.9)</li></ul>   | Guided Reading Groups/Close Reading<br>Reciprocal Teaching/Philosophical chairs/Socratic Seminar <ul style="list-style-type: none"><li>▪ Word Work/Word Study including vocabulary</li><li>▪ Reading text at highest instructional level (Annotating text leaving evidence of active reading, teacher/student 1:1 conference, running record)</li><li>▪ Discussion of the text: tailored strategy work, foundational skills, within, beyond, about texts</li><li>▪ Rereading texts: for text support, prepare for writing about reading, fluency practice</li><li>▪ Write about Reading: Annotations/Graphic Organizers/ Structured response that includes text support (Possible ideas listed above)</li></ul> Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoology   | <b>Research #2</b> <ul style="list-style-type: none"><li>• Revise for clarity and support. Have I given enough detail? Have I used specific words? Have I written with a variety of sentences? Length? Way I started sentences?</li><li>• Recognize and correct inappropriate fragments or run on sentences.</li><li>• Recognize and correct use of commas and quotation marks.</li><li>• Edit and produce a final copy that adheres to standard English grammar and usage.</li><li>• Multimedia and use of technology to enhance to presentation/final copy if available.</li></ul>   | <b>Unit 7 Week 1</b><br>Diphthongs /ou, /oi/  | <ul style="list-style-type: none"><li>• <b>5-3 Adding Fractions</b></li><li>• <b>5-4 Adding Mixed Numbers</b></li><li>• <b>5-5 Adding Tenths and Hundredths</b></li><li>• <b>5-6 Queen Arlene’s Dilemma OR</b></li><li>• <b>5-6 Queen Arlene’s Dilemma OR</b></li></ul>                         | <b><u>Activities:</u></b><br><br><b><u>Assessment</u></b>   |

Assessments for Instruction:

|   |  |   |
|---|--|---|
| <ul style="list-style-type: none"><li>• <b>Fountas and Pinnell Benchmark</b></li><li>• <b>Running Records</b></li></ul> | <ul style="list-style-type: none"><li>• <b>Reading Proficiency Checklist</b></li><li>• <b>Writing Proficiency Checklist</b></li><li>• <b>Phonics Assessments</b></li></ul> | <ul style="list-style-type: none"><li>• <b>Words Their Way</b></li><li>• <b>Content Areas Unit tests</b></li><li>• <b>Math Assessments: Unit, Cumulative, ACI’s BOY, MOY, EOY</b></li></ul> |
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Quincy Public School Fourth Grade Curriculum Map

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|----------|---|---|--|--|--|---|--|
| FEBRUARY | 3 <sup>rd</sup> trimester Big Idea/Theme:   |   |  |  |  |   |  |
|          | 3 <sup>rd</sup> trimester extended literature text: Mentor(anchor) or extended read aloud text   Compare and synthesize ideas across other related texts. Have text focused discussions. Produce oral, and written responses. |   |  |  |  |   |  |
|          | 3rd trimester Author Study:   |   |  |  |  |   |  |
|          | Social Emotional Lessons : PBIS Booster, Second Step: Lessons 15, 16, 17  |   |  |  |  |   |  |
|          | Month   | Literacy/Reading Workshop (75-90 minutes)   |  | Writer’s Workshop (45 minutes)   | Word Study: Phonics & Spelling (30 minutes)  | Math Workshop (60 minutes)  | Content Workshop (50-60 minutes)<br><i>*Integrate across the curriculum</i>  |
|          |   | Whole Group Instruction   | Small Group/Independent/One to One/ Options/Writing About Reading  |  |  |   |  |
|          |   | <b>Informational #2</b> <ul style="list-style-type: none"><li>Read another article related to the article used last week. Mark up the text and name the key ideas and details.</li><li>Summarize the text (orally or written) at intervals, end of a paragraph, section, chapter, or across a book or source.</li><li>Discuss the content of the articles to integrate the information to speak or write knowledgeably. (Could be used to prepare for a Socratic Seminar or philosophical chairs or collaborative reasoning opportunity</li><li>Show or read a coordinating text or video about the same topic to teach students how to integrate information from two or more sources.</li></ul>   | Guided Reading Groups/Close Reading Reciprocal Teaching/Philosophical chairs/Socratic Seminar <ul style="list-style-type: none"><li>Word Work/Word Study including vocabulary</li><li>Reading text at highest instructional level (Annotating text leaving evidence of active reading, teacher/student 1:1 conference, running record)</li><li>Discussion of the text: tailored strategy work, foundational skills, within, beyond, about texts</li><li>Rereading texts: for text support, prepare for writing about reading, fluency practice</li><li>Write about Reading: Annotations/Graphic Organizers/ Structured response that includes text support (Possible ideas listed above)</li></ul> Refer to Literacy Behaviors for Reading level in the Fountas & Pinnell Continuum & Schoolology  | <b>ODW/IAR Practice: “Wild Horses and Wild Ponies” IAR Research Practice Opportunity-</b> <ul style="list-style-type: none"><li>RI 4.1-Refer to details and examples in a text when explaining what the text says, explicitly and when drawing inferences.</li><li>RI 4.2-Determine the main idea of a text and explain how it is supported by key details; summarize the text</li><li>RI 4.3- Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.</li><li>RI 4.4- Determine the meaning of general academic and domain specific words or phrases</li><li>RI 4.5- Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.</li><li>L4.4-Determine or clarify the meaning of unknown and multiple meaning words and phrases.</li><li>Write an essay explaining what can be learning from the illustrations about the lives of the ponies described in the passages. RI 4.1, RI4.7, RI4.9, W4-10</li></ul> | Unit 7 Week 2 <ul style="list-style-type: none"><li>Prefixes trans, pro, sub,super,inter</li></ul> <b>Handwriting N, M</b> | <ul style="list-style-type: none"><li>5-7 Subtracting Fractions</li><li>5-8 Subtracting Mixed Numbers</li><li>5-9 Line Plots: Fractional Units</li><li>5-10 Rotations and Iterating Angles</li></ul>  | Continue from previous month   |
|          |   | <b>Historical Fiction 15 days – Students will build on their prior experiences with visualizing, inferencing, synthesizing and reading critically to read complex historical fiction texts.</b> <ul style="list-style-type: none"><li>Characteristics of historical fiction: characters based on historically accurate events, plot is based on historical events, characters change and learn, same narrative structure as other narrative texts: characters, setting, problem, solution, resolution, theme.</li><li>Begin reading the chosen mentor text. This can be a chapter book or a series of historical fiction picture book texts whose time period is the same. The importance of setting in historical fiction, visualizing the time period, landscape, clothing and daily life of people.</li><li>Studying the importance of setting. Emotional atmosphere what the setting feels like, looks like and how it changes.</li><li>Studying the importance of setting: The setting often hints to the conflict or problem of the story.</li></ul>  | <b>Historical Fiction Lit Discussion Groups Possible Writing About Reading Opportunities that can be used throughout the unit:</b> <ul style="list-style-type: none"><li>At the end of the unit, compare and contrast multiple books from the same time in history. Categories might be: Title, author, main character, character traits, theme, symbols</li><li>How might this text be an excellent example of historical fiction? Support</li><li>Character prompts: How did the author reveal the character? Track the lessons the character learned. How did the author reveal the attitudes of the time period through the characters?</li><li>Track the story with a timeline or other graphic organizer</li><li>Summarize the story at the chapter level.</li><li>State an opinion that can be supported with the text. Follow the guidelines as demonstrated with the constructed response unit.</li><li>Evaluate the author’s portrayal of history.</li></ul> | <b>Persuasive Essay- (25 Days) Students write a personal persuasive essay that is supported with mini stories, others’ stories, lists and other supports.</b> <ul style="list-style-type: none"><li>Introduction to personal essays, mentor example and deconstruction using a text map.</li><li>Generating ideas for writing – consider life topics, home, school, city, state, country</li><li>Generate ideas for writing – examine notebook for life topics. Begin to write about some topics.</li><li>Elaborate on ideas by pushing your thinking. Sustained writing.</li><li>Elaborate on ideas and push thinking with complete sentences, correcting inappropriate fragments and run on sentences.</li></ul>   | Unit 7 Week 3 <ul style="list-style-type: none"><li>Homophones</li></ul> <b>Handwriting H, K,</b>                          | <ul style="list-style-type: none"><li>5-11 Unit Iteration for Angles</li><li>5-12 Creating Symmetric Figures</li><li>5-13 More Multistep Multiplication Number Stories</li><li>Unit Review</li></ul>  |  |
|          |   | <b>Constructed Reading Response Unit #3 – Focus on theme, symbols or author’s craft (5 days)</b><br><b>CC.4. R.L.2 Key Ideas and Details: Determine a theme of a story, drama, or poem from details in the text; summarize the text.</b><br><b>CC.4. R.L.9 Integration of Knowledge and Ideas: Compare and contrast the treatment of similar themes and topics in stories.</b><br><b>W.4.1 a-d &amp; W.4.9</b> <ul style="list-style-type: none"><li>Review the structure of a constructed response: Introduction with thesis, title of book, and hook (questions, quote, create the setting). Reasons and evidence to support the thesis, including both summarizing the text and quoting the text. Pushing thinking/reasoning, Closing. Close read of mentor text to generate an idea(s) about a possible themes, symbols or craft.</li><li>Select an idea about a. possible theme, symbol or aspect of the author’s craft.</li><li>Support students in crafting a thesis statement to make sure the thesis can be supported. Gather evidence and teach how to organize a plan (ex. Boxes and bullets/Claim, Evidence, Reasoning)</li><li>Support students in supporting the thesis with evidence by either summarizing/paraphrase the text.</li><li>Scaffold the students in how to support the thesis by using a direct quote. Use quotation marks and commas when quoting the text.</li><li>Scaffold the students pushing their thinking and writing a closing statement or paragraph.</li></ul> | <b>Historical Fiction Lit Discussion Groups</b> <ul style="list-style-type: none"><li>Students prepare for literature study - recording thoughts, questions, predictions, etc.</li><li>Students prepare independently, with peer conferences and 1:1 conferences with the teacher</li><li>Teachers meet with small groups - act as a participant - contributing to lift the learning of the students to address reading, writing, speaking and listening standards</li><li>Teachers provide explicit instruction to groups of students for constructed responses related to literature study</li></ul>   | <b>Persuasive Essay</b> <ul style="list-style-type: none"><li>State an opinion that can be supported with reasons. Write possible thesis statements, revise them. Select one for a process piece.</li><li>Organize for drafting: Make a plan with a graphic organizer (Boxes and Bullets)</li><li>Provide reasons that are supported with details – mini stories.</li><li>Provide reasons that are supported with details – other people’s stories.</li></ul>  | Unit 8 Week 1 <ul style="list-style-type: none"><li>Negative prefixes de, un,in, im,dis</li></ul> <b>Handwriting U, Y</b>  | <ul style="list-style-type: none"><li>Unit 5 Progress Check</li><li>Unit 5 Progress Check OR</li></ul> <b>Unit 6: Division; Angles</b> <ul style="list-style-type: none"><li>6-1 Extended Division Facts</li><li>6-2 Area: Finding Missing Side Lengths</li></ul> | Economics in Our State, Our Nation <ul style="list-style-type: none"><li>Explain how profits rewards and influence sellers. (SS.4.EC.1)</li><li>Describe how goods and services are produced using human, natural, and capital resources (e.g. tools and machines)(SS.4.EC.2)</li><li>Analyze how spending choices are influenced by price as well as many other factors. (e.g. advertising, peer pressure, options)(SS.4.EC.FL.3)</li><li>Explain that income can be saved, spent on good and services, or used to pay taxes.(SS.4.EC.FL.4)</li></ul>                             |
|          |   | <b>Historical Fiction</b> <ul style="list-style-type: none"><li>Characters unfold as history unfolds. Examine ow the story is told – point of view and how that affects the story</li><li>Keep tract the character timeline/plot and how it compares to the corresponding historical timeline.</li><li>Infer character feelings and motivation based on the actions, thoughts and words of the character.</li><li>Recognize the different perspective different characters have on the same event.</li></ul>  | <b>Historical Fiction Lit Discussion Groups</b> <ul style="list-style-type: none"><li>Students prepare for literature study - recording thoughts, questions, predictions, etc.</li><li>Students prepare independently, with peer conferences and 1:1 conferences with the teacher</li><li>Teachers meet with small groups - act as a participant - contributing to lift the learning of the students to address reading, writing, speaking and listening standards</li><li>Teachers provide explicit instruction to groups of students for constructed responses related</li></ul>   | <b>Persuasive Essay</b> <ul style="list-style-type: none"><li>Provide reasons that are supported with details – lists, parallel lists.</li><li>Provide reasons that are supported with details – quotes using commas and quotation marks.</li><li>Provide reasons that are supported with details – statistics.</li><li>Drafting and revising: choose words that convey the precise meaning – modal auxiliaries such as may/can, must</li><li>Drafting and revising: linking opinions and reasons with transitional words and phrases</li></ul>  | Unit 8 Week 2 <ul style="list-style-type: none"><li>Greek and Latin Roots geo,archae,rupt</li></ul>                        | <ul style="list-style-type: none"><li>6-3 Strategies for Division</li><li>6-4 Partial-Quotients Division Part 1</li><li>6-5 Fruit Baskets OR</li><li>6-5 Fruit Baskets OR</li></ul>   | <b>Resource: JA: Our Region</b><br><b>*This unit covers all Economic standards</b><br><br>Options: <ul style="list-style-type: none"><li>MyWorld: Chapter 4, The Economy</li><li>EngageNY: Industrialization</li><li>EngageNY: The Economy and Me</li><li>HMH: How Americans</li><li>Defined Learning: Online Store Owner(EC1-4)</li><li>Defined Learning Assembly Lines(EC2-4)</li><li>Defined Learning Business of Farming(EC.FL.3-4, EC.FL.4-4, EC2-4)</li><li>Defined Learning School Food Activist(EC2-4)</li></ul><br><u>Activities: Sessions 1-5</u><br><u>Assessments:</u> |

Assessments for Instruction:

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| <ul style="list-style-type: none"><li>Fountas and Pinnell Benchmark</li><li>Running Records</li></ul> | <ul style="list-style-type: none"><li>Reading Proficiency Checklist</li><li>Writing Proficiency Checklist</li><li>Phonics Assessments</li></ul> | <ul style="list-style-type: none"><li>Words Their Way</li><li>Content Areas Unit tests</li><li>Math Assessments: Unit, Cumulative, ACI’s BOY, MOY, EOY</li></ul> |
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# Quincy Public School Fourth Grade Curriculum Map

| 3rd trimester Big Idea/Theme:  |   |  |  |   |   |   |
|--|---|--|--|---|---|---|
| 3rd trimester extended literature text: Mentor(anchor) or extended read aloud text. Compare and synthesize ideas across other related texts. Have text focused discussions. Produce oral, and written responses. |   |  |  |   |   |   |
| 3rd trimester Author Study:  |   |  |  |   |   |   |
| Social Emotional Lessons :PBIS Booster, Spring Break, Second Step: Lessons: 18   |   |  |  |   |   |   |
| Month  | Literacy/Reading Workshop (75-90 minutes)   |  | Writer’s Workshop (45 minutes)   | Word Study: Phonics & Spelling (30 minutes)   | Math Workshop (60 minutes)  | Content Workshop (50-60 minutes)<br><i>*Integrate across the curriculum</i> |
|  | Whole Group Instruction   | Small Group/Independent/One to One/ Options/Writing About Reading  |  |   |   |   |
| MARCH  | <b>Historical Fiction</b> <ul style="list-style-type: none"><li>Track the multiple plotlines and problems in the story. Use timelines or other graphic organizers to see the plot</li><li>Pay attention to how the characters solve their problems and how they solve their problems mirrors history.</li><li>Notice how the author reveals underlying messages: theme, symbols and how the theme is connected to history.</li><li>Analyze how the author has crafted the text: writing style, figurative language.</li><li>Analyze how the author has crafted the text: language used to evoke feelings and show mood of the text.</li></ul>   | Historical Fiction Lit Discussion Groups <ul style="list-style-type: none"><li>Students prepare for literature study - recording thoughts, questions, predictions, etc.</li><li>Students prepare independently, with peer conferences and 1:1 conferences with the teacher</li><li>Teachers meet with small groups - act as a participant - contributing to lift the learning of the students to address reading, writing, speaking and listening standards</li><li>Teachers provide explicit instruction to groups of students for constructed responses related</li></ul>  | <b>Persuasive Essay</b> <ul style="list-style-type: none"><li>Drafting and revising: create an organizational structure where related ideas are grouped to support the writer’s purpose – paragraphs including indenting</li><li>Introduction: Able to generate a variety of ways to engage the reader (questions, quote, statistic, anecdote/mini story, etc.</li><li>Provide a concluding section related to the opinion – establish significance or a call to action</li><li>Revise to strengthen writing: prepositional phrases</li></ul>  | <b>Unit 8 Week 3</b> <ul style="list-style-type: none"><li>Variant vowel (au, al,aw)</li></ul> <b>Handwriting</b><br>Z, V                       | <ul style="list-style-type: none"><li>6-6 Customary Units of Weight</li><li>6-7 Partial-Quotients Division Part 2</li><li>6-8 Expressing and Interpreting Remainders</li><li>6-9 Measuring Angles</li></ul>   | <u>Continue from previous month</u>   |
|  | <b>Autobiography/Biography 15 days – Students will read to understand how the events in a person’s life impacted history and society. (Person can be related to SS content.) Possible mentor article- “From Slavery to Freedom”</b> <ul style="list-style-type: none"><li>Introduce the mentor text and begin reading it. Introduce the text map that you will use and fill it out as you read.</li><li>Notice and name the characteristics of biography/autobiography: chronological text structure, either about the entire life or key events. Shows the struggles/obstacles in life</li><li>Notice and name the characteristics of biography/autobiography: shows their mission or vision in life.</li><li>Notice and name the characteristics of biography/autobiography: character traits as revealed by their life</li><li>Framing the biography in terms of history: How does the historical setting influence the character?</li></ul> | <b>Guided Reading</b><br><b>Close Reading</b><br><b>Lit Discussion</b><br><b>Independent reading</b><br><b>Partner conference, student to teacher conference</b><br><br>Possible Writing About Reading Opportunities that can be used throughout the unit:<br>Text maps<br>Side by side timelines to compare two biographies<br>Alpha boxes: gather vocabulary, words for traits, etc.<br>What theme is portrayed through ____’s life? Use the text to support your ideas and extend your thinking.<br>What is the author’s purpose for writing the biography? Use the text to support your ideas and extend your thinking.<br>Preparation for lit study/book club: graphic organizers, double/triple journal entries, questions, writing in response to a teacher prompt. | <b>Persuasive Essay</b> <ul style="list-style-type: none"><li>Revise to strengthen writing: clarity and support</li><li>Revise to strengthen writing: word choice</li><li>Edit: capitalization and punctuation, correctly use frequently confused words (e.g., to, too, two; there, their)</li><li>Edit: grammar and usage, use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</li></ul>   | <b>Unit 9 Week 1</b> <ul style="list-style-type: none"><li>Noun suffixes - dom, -ity, -ition, -ment, -ness</li></ul> <b>Handwriting</b><br>W, X | <ul style="list-style-type: none"><li>6-10 Using a Half-Circle Protractor</li><li>6-11 Angle Measures as Additive</li><li>6-12 Number Stories with Fractions and Mixed Numbers</li><li>6-13 Extending Understandings of Whole Number Multiplication</li></ul>   |   |
|  | <b>Autobiography/Biography</b> <ul style="list-style-type: none"><li>Understand the text including recognizing the vocabulary that may be associated with that time in history.</li><li>Understanding the text including regional or historical dialect.</li><li>Distinguish between biography and autobiography</li><li>Notice how the author crafted the text: point of view, author credibility, purpose</li><li>Notice and analyzing the features included in biographies: Timelines, maps, photos, letters, quotes, primary sources.</li></ul>   | <b>Autobiography/Biography Literature discussion/Book Clubs/ Independent reading</b> <ul style="list-style-type: none"><li>Students prepare for literature study - recording thoughts, questions, predictions, etc.</li><li>Students prepare independently, with peer conferences and 1:1 conferences with the teacher</li><li>Teachers meet with small groups - act as a participant - contributing to lift the learning of the students to address reading, writing, speaking and listening standards</li><li>Teachers provide explicit instruction to groups of students for constructed responses related</li></ul>  | <b>Persuasive Unit</b> <ul style="list-style-type: none"><li>Edit for conventions and produce writing that adheres to standards of English</li><li>Consult reference materials and others to write final copy</li><li>Add audio recordings or visual displays to presentation to enhance the development of the main idea.</li><li>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.</li></ul>   | <b>Unit 9 Week 2</b> <ul style="list-style-type: none"><li>Latin Roots mis, agri, duc/ duct, man</li></ul> <b>Handwriting</b><br>I, J           | <ul style="list-style-type: none"><li>Unit Review</li><li>6-14 Unit 6 Progress Check</li><li>6-14- Unit 6 Progress Check Cumulative</li><li>Unit 7 Multiplication of a Fraction by a Whole Number; Measurement<ul style="list-style-type: none"><li>7-1 Converting Liquid Measures: U.S Customary Units</li></ul></li></ul> |   |
|  | <b>Autobiography/Biography</b> <ul style="list-style-type: none"><li>Common themes in biography: friendship, courage, survival, overcoming difficulties.</li><li>Common themes in biography: social issues such as poverty, war, segregation, racism</li><li>Comparing different biographies on the same person: themes, struggles</li><li>Comparing different biographies on the same person: contributions, traits, setting, era</li></ul>  | <b>Autobiography/Biography Literature discussion/Book Clubs/ Independent reading</b> <ul style="list-style-type: none"><li>Students prepare for literature study - recording thoughts, questions, predictions, etc.</li><li>Students prepare independently, with peer conferences and 1:1 conferences with the teacher</li><li>Teachers meet with small groups - act as a participant - contributing to lift the learning of the students to address reading, writing, speaking and listening standards</li><li>Teachers provide explicit instruction to groups of students for constructed responses related</li></ul>  | <b>Research #3 (25 days) Students will examine a topic or person and convey ideas clearly by writing a research paper to share findings and include culminating presentation</b> <ul style="list-style-type: none"><li>Create an authority list to grow potential ideas for research</li><li>Examine texts to determine ways authors organize information – Narrow the topic and generate possible categories/” chapters” that need to be researched.</li><li>Create research questions and determine how information will be organized and collected</li><li>Notetaking – paraphrasing</li><li>Notetaking – quote including when to use quotation marks</li></ul> | <b>Unit 9 Week 3</b> <ul style="list-style-type: none"><li>R-controlled vowel (air, are, ear)</li></ul> <b>Handwriting</b><br>Q, T              | <ul style="list-style-type: none"><li>7-2 Exploring Fraction Multiplication Situations</li><li>7-3 A Fraction as a Multiple of a Unit Fraction</li><li>7-4 Multiplying Fractions by Whole Numbers</li><li>7-5 Multiplying Mixed Numbers by Whole Numbers</li></ul>  |   |

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| Assessments for Instruction:  |   |  |  |
| <ul style="list-style-type: none"><li>Fountas and Pinnell Benchmark</li><li>Running Records</li></ul> | <ul style="list-style-type: none"><li>Reading Proficiency Checklist</li><li>Writing Proficiency Checklist</li><li>Phonics Assessments</li></ul> | <ul style="list-style-type: none"><li>Words Their Way</li><li>Content Areas Unit tests</li><li>Math Assessments: Unit, Cumulative, ACI’s BOY, MOY, EOY</li></ul> |  |



# Quincy Public School Fourth Grade Curriculum Map

| 3 <sup>rd</sup> trimester Big Idea/Theme:  |   |   |   |   |  |   |
|--|---|---|---|---|--|---|
| 3 <sup>rd</sup> trimester extended literature text: Mentor(anchor) or extended read aloud text. Compare and synthesize ideas across other related texts. Have text focused discussions. Produce oral, and written responses. |   |   |   |   |  |   |
| 3 <sup>rd</sup> trimester Author Study:  |   |   |   |   |  |   |
| Social Emotional Lessons: Second Step Lessons: 19,20, Classroom Expectations/SS step review  |   |   |   |   |  |   |
| Month  | Literacy/Reading Workshop (75-90 minutes)   |   | Writer’s Workshop (45 minutes)  | Word Study: Phonics & Spelling (30 minutes)   | Math Workshop (60 minutes)   | Content Workshop (50-60 minutes)<br><i>*Integrate across the curriculum</i>   |
|  | Whole Group Instruction   | Small Group/Independent/One to One/ Options/Writing About Reading   |   |   |  |   |
| APRIL  | <b>Traditional Literature, including different cultures ( Folktales, and Fairytales) 15 days</b> <ul style="list-style-type: none"><li>Read aloud folktales, fairytales to children – immersion in the genre</li><li>Characteristics of folktales and fairytales.</li><li>Read a variety of folktales and fairytales and deconstruct the story to show narrative structure</li><li>Traits and character roles in traditional literature: good vs. evil, villains and victims</li></ul>  | <b>Traditional Literature discussion/Book Clubs/ Independent reading</b> <ul style="list-style-type: none"><li>Students prepare for literature study - recording thoughts, questions, predictions, etc.</li><li>Students prepare independently, with peer conferences and 1:1 conferences with the teacher</li><li>Teachers meet with small groups - act as a participant - contributing to lift the learning of the students to address reading, writing, speaking and listening standards</li><li>Teachers provide explicit instruction to groups of students for constructed responses related</li></ul> | <b>Research #3</b> <ul style="list-style-type: none"><li>Notetaking using multiple sources of information</li><li>Notetaking using digital sources</li><li>Notetaking – evaluating credibility of sources</li><li>Notetaking – provide bibliographic information</li></ul>  | <b>Unit 10 Week 1</b> <ul style="list-style-type: none"><li><b>Adding endings with spelling changes</b></li></ul><br><b>Handwriting F, G</b>  | <ul style="list-style-type: none"><li><b>7-6 Three Fruit Salad OR</b></li><li><b>7-6 Three Fruit Salad OR</b></li><li><b>7-7 Multistep Division Number Stories</b></li><li><b>7-8 Division Measurement Number Stories</b></li></ul>  | <b>Content: From Molecules to Organisms</b><br><b>Skills:</b> At the end of this unit, students will be able to <ul style="list-style-type: none"><li>Construct an argument that plants, and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. (4-LS1-1)</li><li>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. (4-LS1-2)</li></ul><br><b>Suggested Resource:</b><br><b>Mystery Science: Human Machine- 4 lessons(3-4 weeks) 4-LS-1, 4-LS-2, 4-PS4-2)</b> |
|  | <b>Traditional Literature, including different cultures ( Folktales, and Fairytales)</b> <ul style="list-style-type: none"><li>Compare and contrast different versions of the same folktale/fairytale (ex. Cinderella stories) structure differences and similarities</li><li>Compare and contrast different versions of the same folktale/fairytale (ex. Cinderella stories) differences in characters or setting</li><li>Author’s craft: idioms, expressions, dialect</li><li>Themes in folk and fairytales</li><li>Structure of folk and fairytales: Use of numbers 3 and 7</li></ul>  | Lit Discussion and/or Close Reading<br><b>“The Fisherman and His Wife” close reading opportunity</b>  | <b>Research #3</b> <ul style="list-style-type: none"><li>Notetaking – clarifying unfamiliar words and collecting domain specific words</li><li>Organizing information for drafting – Develop a thesis statement and supporting details</li><li>Organize information into a graphic organizer</li><li>Determine if additional research is needed</li><li>Write from an outline using paragraphs</li></ul>  | <b>Unit 10 Week 2</b> <ul style="list-style-type: none"><li><b>Words with final</b></li></ul><br><b>Handwriting S, L</b>  | <ul style="list-style-type: none"><li><b>7-9 Generating and Identifying Patterns</b></li><li><b>7-10 Solving Multistep Fraction Number Stories</b></li><li><b>7-11 Weights of State Birds</b></li><li><b>7-12 Decima Number Stories</b></li></ul>  | <b>Optional Resources:</b> <ul style="list-style-type: none"><li>HMH: Unit 4 Plant Structure and Function</li><li>HMH: Unit 5: Animal Structure and Function</li><li>Defined Learning: Botanical Design (LS1-1, ETS 1)</li><li>Defined Learning: Business of Farming (LS1-1)</li><li>Defined Learning: Dietitian (LS1-1, ETS 1)</li></ul><br><b>Essential Questions:</b>  |
|  | <b>Traditional Literature, including different cultures (Fables and Myths)</b> <ul style="list-style-type: none"><li>Read Fables/Myths to show the characteristics and structure of fables: narrative structure</li><li>Read Fables/Myths to show the characteristics and structure of fables: narrative structure, but setting is nature, use of animals, animals talk, use of 3 characters or fewer.</li><li>Read fables/myths to note character traits and conflicts.</li><li>Read fables/myths to show the way characters learn lessons/theme/moral.</li><li>Compare and contrast lessons learned between characters different versions of the same fable/myth.</li></ul> | <b>Traditional Literature discussion/Book Clubs/ Independent reading</b> <ul style="list-style-type: none"><li>Students prepare for literature study - recording thoughts, questions, predictions, etc.</li><li>Students prepare independently, with peer conferences and 1:1 conferences with the teacher</li><li>Teachers meet with small groups - act as a participant - contributing to lift the learning of the students to address reading, writing, speaking and listening standards</li><li>Teachers provide explicit instruction to groups of students for constructed responses related</li></ul> | <b>Research #3</b> <ul style="list-style-type: none"><li>Write from an outline using paragraphs-developing paragraphs with topic sentences and detail sentences, recognizing run on sentences and fragments</li><li>Write from an outline using paragraphs- Use sentences that are varied in length and structure.</li><li>Write/revise from an outline using paragraphs using strong verbs</li><li>Write/revise from an outline using paragraphs using specific nouns</li><li>Write/revise from an outline using paragraph using domain specific words</li></ul>                                 | <b>Unit 10 Week 3</b> <ul style="list-style-type: none"><li><b>Latin and Greeks roots ven(come), migr(move),graph(write),mit(Send),aud(hear)</b></li></ul><br><b>Handwriting P, R</b> | <ul style="list-style-type: none"><li><b>7-13 Displaying Insect Data</b></li><li><b>Unit 7 review</b></li><li><b>7-14 Unit 7 Progress Check</b></li><li><b>7-14 Unit 7 Progress Check Cumulative</b></li></ul>   | <b>Activities:</b>  |
|  | <b>Poetry</b> <ul style="list-style-type: none"><li>Immersion in the genre – Read aloud on-level narrative poetry orally with accuracy, appropriate rate, and expression</li><li>Read and discuss poetry in the grades 4–5 text complexity band to comprehend author’s message with scaffolding as needed at the high end.</li><li>Determine the characteristics of poetry: use of stanzas</li><li>Determine the characteristics of poetry: poetry is often spoken and heard</li><li>Using verse, rhythm and meter in poetry allows writers to play with the sound of poetry</li></ul>  | Small flexible groups   | <b>Research #3</b> <ul style="list-style-type: none"><li>Introduction: Question, quote, fact, create a scene.</li><li>Provide a concluding statement related to the topic</li><li>Add text features to paper: Headings, sub-headings, photos, captions, etc.</li><li>Revise and edit paper to publish a piece that is appropriate to task, audience and purpose and adheres to standards of English grammar</li><li>Report on a topic in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas; speak clearly at an understandable pace.</li></ul> | <b>Handwriting B</b>  | <b>Unit 8: Fraction Operations: Applications</b> <ul style="list-style-type: none"><li><b>8-1 Extending Multistep Number Stories</b></li><li><b>8-2 Real-Life Angle Measures as Additive</b></li><li><b>8-3 Pattern- Block Angles OR</b></li><li><b>8-3 Pattern- Block Angles OR</b></li></ul> | <b>Assessments:</b>   |

Assessments for Instruction:

- |   |   |  |
|---|---|--|
| <ul style="list-style-type: none"><li>Fountas and Pinnell Benchmark</li><li>Running Records</li></ul> | <ul style="list-style-type: none"><li>Reading Proficiency Checklist</li><li>Writing Proficiency Checklist</li><li>Phonics Assessments</li></ul> | <ul style="list-style-type: none"><li>Words Their Way</li><li>Content Areas Unit tests</li><li>Math Assessments: Unit, Cumulative, ACI’s BOY, MOY, EOY</li></ul> |
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Quincy Public School Fourth Grade Curriculum Map

| 3 <sup>rd</sup> trimester Big Idea/Theme:  |   |  |  |   |   |   |
|--|---|--|--|---|---|---|
| 3 <sup>rd</sup> trimester extended literature text: Mentor(anchor) or extended read aloud text    Compare and synthesize ideas across other related texts. Have text focused discussions. Produce oral, and written responses. |   |  |  |   |   |   |
| 3 <sup>rd</sup> trimester Author Study:  |   |  |  |   |   |   |
| Social Emotional Lessons: Classroom Expectations/SS Review   |   |  |  |   |   |   |
| Month  | Literacy/Reading Workshop (75-90 minutes)   |  | Writer’s Workshop (45 minutes)   | Word Study: Phonics & Spelling (30 minutes) | Math Workshop (60 minutes)  | Content Workshop (50-60 minutes)<br><i>*Integrate across the curriculum</i>   |
|  | Whole Group Instruction   | Small Group/Independent/One to One/ Options/Writing About Reading  |  |   |   |   |
| MAY  | <b>Poetry</b> <ul style="list-style-type: none"><li>Study the differences between story, drama and poems.</li><li>Determine a theme of a poem from details in the text</li><li>Different poems can have the same theme. Read poems that represent various themes, making sure there are several poems for each theme</li><li>Author’s Craft: Poets choose specific words and phrases to tell a story or share an idea. Readers must think critically about how these words to understand the setting.</li><li>Author’s Craft: Poets choose specific words and phrases to tell a story or share an idea. Readers must think critically about how these words to understand the character or struggles in the text more deeply.</li></ul> | Poetry Partners<br><b>Poetry for 2 voices</b>  | <b>Poetry</b> <ul style="list-style-type: none"><li>Generate possible poetry topics based on real or imagined experiences.</li><li>Write the narrative event as a personal narrative</li><li>Break up the narrative into possible stanzas.</li><li>Choose words and phrases that convey the ideas precisely – verbs</li><li>Choose words and phrases that convey the ideas precisely – specific nouns</li></ul>  |   | <ul style="list-style-type: none"><li>8-4 Extending Line Symmetry</li><li>8-5 Line Plots: 1//1,1//4, and 1//8 inches</li><li>8-6 Fractions and Perimeter</li><li>8-7 More Decimal Number Stories</li></ul>  | <b><u>These standards are woven into other units prior to this. This is a time you can pick a topic around the design process that the students are interested in.</u></b><br><b><u>Content: Engineering &amp; Design</u></b><br><b><u>Skills: (ETS 1-1, ETS 1-2, ETS 1-3)*</u></b> <i>These skills are woven into the other units of study as well. This unit optional. At this end of this unit, students will be able to:</i> <ul style="list-style-type: none"><li>Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time or cost.</li><li>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.</li><li>Plan and carry out fair tests in which variables are controlled and failures points are considered to identify aspects of a model or prototype that can be improved</li></ul><br><b><u>Optional Resources:</u></b> <ul style="list-style-type: none"><li>HMH: Unit 1</li><li>Defined Learning: Classroom Design Specialist(ETS1)</li><li>Defined Learning: Creative Designer(ETS1)</li><li>Defined Learning: Library Architect(PS3-2, PS3-3, ETS1, ESS2-2, ESS3-1)</li><li>Defined Learning: Space Food Scientist (ETS1)</li></ul><br><br><b><u>Essential Questions:</u></b> |
|  | <b>Poetry</b> <ul style="list-style-type: none"><li>Author’s craft: figurative language Poets use precise words and imagery to communicate a message and evoke feelings – simile and metaphor.</li><li>Author’s craft: figurative language Poets use precise words and imagery to communicate a message and evoke feelings – personification, repetition or other craft.</li><li>Read a variety of poems from the same poet. Discuss the structural elements such as verse, rhythm and meter.</li><li>Read a variety of poems from the same poet. Discuss the mood and themes in the poems.</li></ul>   | <b>Poetry Literature discussion/Book Clubs/ Independent reading</b> <ul style="list-style-type: none"><li>Students prepare for literature study - recording thoughts, questions, predictions, etc.</li><li>Students prepare independently, with peer conferences and 1:1 conferences with the teacher</li><li>Teachers meet with small groups - act as a participant - contributing to lift the learning of the students to address reading, writing, speaking and listening standards</li><li>Teachers provide explicit instruction to groups of students for constructed responses related</li></ul> | <b>Poetry</b> <ul style="list-style-type: none"><li>Choose words and phrases that convey the ideas precisely – figurative language (simile, metaphor, personification)</li><li>Choose words and phrases that convey the ideas precisely – sensory words (5 senses)- order adjectives according to conventional patterns.</li><li>Choose punctuation for effect</li><li>Revise for rhyme, rhythm or repetition</li><li>Edit using conventions of standard English and grammar and publish</li></ul>   |   | <ul style="list-style-type: none"><li>8-8 Areas of Rectangles with Fractional Side Lengths</li><li>8-9 More Fraction Multiplication Number Stories</li><li>8-10 Fractions and Liquid Measures</li><li>8-11 Fractions and Measurement</li></ul>        |   |
|  | <b>Class Selected Genre 10 days – Readers determine the genre to be discussed.</b> <ul style="list-style-type: none"><li>Class meeting to discuss and categorize the genres that were read and discussed throughout the year. Narrow down the books and have students do book talks on the texts they have experienced.</li><li>Readers think about how characters change over time based on the problem of the story.</li><li>Readers develop theories about characters and revise those theories as they read and predict.</li><li>Analyze how the author creates authentic characters: dialogue, head thoughts, actions</li><li>Interpret the mood of the text using author’s words, illustrations</li></ul>                         | Student literature discussion groups<br><b>Flexible groups</b>   | <b>Revision 10 days – Students reflect on a previous piece of writing from their portfolio. With guidance and support from their peers and teacher they will strengthen the writing to write the piece in a new and different way.</b> <ul style="list-style-type: none"><li>Students read all of their writing from 4<sup>th</sup> grade and select a piece worthy of revision</li><li>Revision means to see again. Pretend you are reading the piece for the first time. What will the reader make of this? What areas are strong? What areas are confusing?</li><li>Begin revising the paper: Determine what am I really trying to say?</li><li>What type of writing is this? Text structure? How can I use my past experiences with genre and structure help with the revision?</li><li>Rewriting: expanding a section, inserting sentences, deleting, varying sentences</li></ul> |   | <ul style="list-style-type: none"><li>8-12 Applying Understandings of Place Value and Operations</li><li>8-13 Many Names for Numbers</li><li>Unit 8 Review</li><li>8-14 Unit 8 Progress Check</li><li>8-14 Unit 8 Progress Check Cumulative</li></ul> |   |
|  | <ul style="list-style-type: none"><li>Pay attention to the setting of the story. What is the relationship between the setting and the characters’ actions? How does the setting affect the emotional space?</li><li>Infer character motivations, what they say, think and do and how other characters respond to them</li><li>Make comparisons between texts: What themes were the same? What characters were alike?</li><li>Reflection: How have books changed me? What ways have I changed in reading behaviors? What are my new goals?</li></ul>   |  | <ul style="list-style-type: none"><li>Create cohesion between paragraphs with appropriate transition words</li><li>Word choice: Use strong verbs that show, rather than tell.</li><li>Word choice: specific nouns rather than generic nouns, figurative language</li><li>Revision: Introduction</li><li>Revision: Conclusion</li></ul>   |   |   |   |

|   |   |  |  |  |  |
|---|---|--|--|--|--|
| Assessments for Instruction:  |   |  |  |  |  |
| <ul style="list-style-type: none"><li>Fountas and Pinnell Benchmark</li><li>Running Records</li></ul> | <ul style="list-style-type: none"><li>Reading Proficiency Checklist</li><li>Writing Proficiency Checklist</li><li>Phonics Assessments</li></ul> | <ul style="list-style-type: none"><li>Words Their Way</li><li>Content Areas Unit tests</li><li>Math Assessments: Unit, Cumulative, ACI’s BOY, MOY, EOY</li></ul> |  |  |  |

# Quincy Public School Fourth Grade Curriculum Map

## 4<sup>th</sup> grade English Language Arts Standards

### Reading Literature

*Key Ideas and Details:*

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).

*Craft and Structure:*

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).

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.

*Integration of Knowledge and Ideas:*

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.4.8

(RL.4.8 not applicable to literature)

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.

*Range of Reading and Level of Text Complexity:*

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.

### Reading Informational

*Key Ideas and Details:*

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.

*Craft and Structure:*

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.4.6

Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

*Integration of Knowledge and Ideas:*

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.

CCSS.ELA-LITERACY.RI.4.8

Explain how an author uses reasons and evidence to support particular points in a text.

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.

*Range of Reading and Level of Text Complexity:*

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.



# Quincy Public School Fourth Grade Curriculum Map

## Foundational Skills

### *Phonics and Word Recognition:*

#### CCSS.ELA-LITERACY.RF.4.3

Know and apply grade-level phonics and word analysis skills in decoding words.

#### 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.

### *Fluency:*

#### CCSS.ELA-LITERACY.RF.4.4

Read with sufficient accuracy and fluency to support comprehension.

#### 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.

## Writing

### *Text Types and Purposes:*

#### 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., *for instance, in order to, in addition*).

#### CCSS.ELA-LITERACY.W.4.1. D

Provide a concluding statement or section related to the opinion presented.

#### CCSS.ELA-LITERACY.W.4.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

#### 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.

#### 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.

#### CCSS.ELA-LITERACY.W.4.2. C

Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).

#### CCSS.ELA-LITERACY.W.4.2. D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

#### CCSS.ELA-LITERACY.W.4.2. E

Provide a concluding statement or section related to the information or explanation presented.

#### 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.

#### 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.

#### CCSS.ELA-LITERACY.W.4.3. B

Use dialogue and description to develop experiences and events or show the responses of characters to situations.

#### CCSS.ELA-LITERACY.W.4.3. C

Use a variety of transitional words and phrases to manage the sequence of events.

#### CCSS.ELA-LITERACY.W.4.3. D

Use concrete words and phrases and sensory details to convey experiences and events precisely.

#### CCSS.ELA-LITERACY.W.4.3. E

Provide a conclusion that follows from the narrated experiences or events.

### *Production and Distribution of Writing:*

#### 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.)

#### 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](#).)

#### 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.

### *Research to Build and Present Knowledge:*

#### CCSS.ELA-LITERACY.W.4.7

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

#### CCSS.ELA-LITERACY.W.4.8

Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.

#### CCSS.ELA-LITERACY.W.4.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### CCSS.ELA-LITERACY.W.4.9. A

Apply *grade 4 Reading standards* 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].").

# Quincy Public School Fourth Grade Curriculum Map

CCSS.ELA-LITERACY.W.4.9. B

Apply *grade 4 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

*Range of Writing:*

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.

## Speaking and Listening

*Comprehension and Collaboration:*

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 *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

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.4.3

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

*Presentation of Knowledge and Ideas:*

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.SL.4.5

Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

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. (See grade 4 Language standards 1 [here](#) for specific expectations.)

## Language

*Conventions of Standard English:*

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. A

Use relative pronouns (*who*, *whose*, *whom*, *which*, *that*) and relative adverbs (*where*, *when*, *why*).

CCSS.ELA-LITERACY.L.4.1. B

Form and use the progressive (e.g., *I was walking*; *I am walking*; *I will be walking*) verb tenses.

CCSS.ELA-LITERACY.L.4.1.C

Use modal auxiliaries (e.g., *can*, *may*, *must*) to convey various conditions.

CCSS.ELA-LITERACY.L.4.1. D

Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).

CCSS.ELA-LITERACY.L.4.1. E

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.4.1. G

Correctly use frequently confused words (e.g., *to*, *too*, *two*; *there*, *their*).\*

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.

*Knowledge of Language:*

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).

# Quincy Public School Fourth Grade Curriculum Map

*Vocabulary Acquisition and Use:*

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.

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.

CCSS.ELA-LITERACY.L.4.4. B

Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*).

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.

CCSS.ELA-LITERACY.L.4.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.L.4.5. A

Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.

CCSS.ELA-LITERACY.L.4.5. B

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

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.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., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).

## Math Standards

### Operations & Algebraic Thinking

*Use the four operations with whole numbers to solve problems.*

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.

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

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.

*Gain familiarity with factors and multiples.*

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 1-100 is prime or composite.

*Generate and analyze patterns.*

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. *For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.*

### Numbers & Operations in Base Ten

*Generalize place value understanding for multi-digit whole numbers.*

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. *For example, recognize that  $700 \div 70 = 10$  by applying concepts of place value and division.*

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.

CCSS.MATH.CONTENT.4.NBT. A.3

Use place value understanding to round multi-digit whole numbers to any place.

*Use place value understanding and properties of operations to perform multi-digit arithmetic.*

CCSS.MATH.CONTENT.4.NBT. B.4

Fluently add and subtract multi-digit whole numbers using the standard algorithm.

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.

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.

1 Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.

### Numbers & Operations-Fractions

*Extend understanding of fraction equivalence and ordering.*

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.

*Build fractions from unit fractions.*

CCSS.MATH.CONTENT.4.NF. B.3

Understand a fraction  $a/b$  with  $a > 1$  as a sum of fractions  $1/b$ .



# Quincy Public School Fourth Grade Curriculum Map

CCSS.MATH.CONTENT.4.NF.B.3.A

Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.

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. *Examples:  $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$ ;  $\frac{3}{8} = \frac{1}{8} + \frac{2}{8}$ ;  $2\frac{1}{8} = 1 + 1 + \frac{1}{8} = \frac{8}{8} + \frac{8}{8} + \frac{1}{8}$ .*

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.

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.

CCSS.MATH.CONTENT.4.NF.B.4

Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

CCSS.MATH.CONTENT.4.NF.B.4.A

Understand a fraction  $\frac{a}{b}$  as a multiple of  $\frac{1}{b}$ . *For example, use a visual fraction model to represent  $\frac{5}{4}$  as the product  $5 \times (\frac{1}{4})$ , recording the conclusion by the equation  $\frac{5}{4} = 5 \times (\frac{1}{4})$ .*

CCSS.MATH.CONTENT.4.NF.B.4.B

Understand a multiple of  $\frac{a}{b}$  as a multiple of  $\frac{1}{b}$ , and use this understanding to multiply a fraction by a whole number. *For example, use a visual fraction model to express  $3 \times (\frac{2}{5})$  as  $6 \times (\frac{1}{5})$ , recognizing this product as  $\frac{6}{5}$ . (In general,  $n \times (\frac{a}{b}) = (\frac{n \times a}{b})$ .)*

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. *For example, if each person at a party will eat  $\frac{3}{8}$  of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?*

*Understand decimal notation for fractions and compare decimal fractions.*

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.*For example, express  $\frac{3}{10}$  as  $\frac{30}{100}$ , and add  $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$ .*

CCSS.MATH.CONTENT.4.NF.C.6

Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite 0.62 as  $\frac{62}{100}$ ; describe a length as 0.62 meters; locate 0.62 on a number line diagram.*

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.

1 Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.

2 Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.

## Measurement & Data

*Solve problems involving measurement and conversion of measurements.*

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. *For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...*

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.

CCSS.MATH.CONTENT.4.MD.A.3

Apply the area and perimeter formulas for rectangles in real world and mathematical problems. *For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.*

*Represent and interpret data.*

CCSS.MATH.CONTENT.4.MD.B.4

Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{8}$ ). Solve problems involving addition and subtraction of fractions by using information presented in line plots. *For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.*

*Geometric measurement: understand concepts of angle and measure angles.*

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.

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.

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.

## Geometry

*Draw and identify lines and angles and classify shapes by properties of their lines and angles.*

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.

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.

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.

Quincy Public School Fourth Grade Curriculum Map

Illinois Learning Standards for Social Science-4th Grade

The [Social Science Standards](#) consist of both inquiry standards and disciplinary standards. In implementing the Social Science Standards, the inquiry standards should be used simultaneously with the individual disciplinary standards to ensure both students' comprehension and application of the knowledge and skills acquired. In addition to the Social Science Standards, there are State-mandated units of study that may apply to Social Science coursework or curriculum.

These mandates can be found in the School Code and summarized: <https://www.isbe.net/Documents/IL-Mandated-Units-of-Study.pdf>

| Developing and Planning Inquiries  | Evaluating Sources and Using Evidence   | Communicating Conclusions and Taking Informed Action  |
|--|---|---|
| SS.3-5.IS.1. Develop essential questions and explain the importance of the questions to self and others.   | SS.3-5.IS.4. Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources. | SS.3-5.IS.6. Construct arguments using claims and evidence from multiple sources.   |
| SS.3-5.IS.2. Students generate supporting questions that require investigation to help answer the essential questions.                                 | SS.3-5.IS.5. Develop claims using evidence from multiple sources to answer essential questions.                               | SS.3-5.IS.7. Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data.   |
| SS.3-5.IS.3. Identify varied resources that answer essential and student-generated questions and that take into consideration multiple points of view. |   | SS.3-5.IS.8. Present a summary of arguments and explanations to others inside and/or outside of the classroom using print and oral technologies.                                |
|  |   | SS.3-5.IS.9. Explain the use of inquiry strategies, approaches, and use of relevant sources students could take to address local, regional, state, national, and global problem |
|  |   | SS.3-5.IS.10. Students will engage in reflective conversations to draw conclusions on inquiry findings and create action steps that consider multiple viewpoints.               |

| Civics   | Economics and Financial Literacy  | Geography  | History  |
|--|---|--|--|
| SS.4.CV.1. Explain the roles and responsibilities of government officials at the local, State and national levels and investigate how the roles and responsibilities of government have changed over time. | SS.4.EC.1. Explain how profits reward and influence sellers   | SS.4.G.1. Construct print and digital maps and other topographic representations to show the details of places and regions and their environmental characteristics.. | SS.4.H.1.Study important individuals or major events in order to recognize and explain that there are multiple cultural perspectives     |
| SS.4.CV.2. Define democracy and explain how limited participation affects the political representation of multiple groups  | SS.4.EC. 2. Describe how goods and services are produced using human, natural, and capital resources (e.g. tools and machines).               | SS.4.G.2. Explain how the cultural and environmental characteristics of places change over time.   | SS.4.H.2. Generate questions about multiple historical sources and their relationships to particular historical events and developments. |
| SS.4.CV.3. Identify core civic virtues and democratic principles that guide governments, society, and communities.   | SS.4.EC.FL.3. Analyze how spending choices are influenced by prices as well as many other factors (e.g. advertising, peer pressure, options). | SS.4.G.3. Investigate the human effects on the physical environment over time.   | SS.4.H.3.Explain probable causes and effects of events and developments in Illinois history.   |
| SS.4.CV.4. Using evidence, explain how rules, regulations, and laws alter or transform societies and how people from multiple communities influence and experience this transformation.                    | SS.4.EC.FL.4. Explain that income can be saved, spent on good and services, or used to pay taxes.   |  |  |



# Quincy Public School Fourth Grade Curriculum Map

## Science Standards

### 3-5-ETS1 Engineering Design

| 3-5-ETS1 Engineering Design   |   |  |
|---|---|--|
| Students who demonstrate understanding can:   |   |  |
| <b>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.</b>   |   |  |
| <b>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.</b>  |   |  |
| <b>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.</b>  |   |  |
| The performance expectations above were developed using the following elements from the NRC document <i>A Framework for K-12 Science Education</i> :  |   |  |
| Science and Engineering Practices   | Disciplinary Core Ideas   | Crosscutting Concepts  |
| <b>Asking Questions and Defining Problems</b><br>Asking questions and defining problems in 3–5 builds on grades K–2 experiences and progresses to specifying qualitative relationships. <ul style="list-style-type: none"><li>Define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost. (3-5-ETS1-1)</li></ul> <b>Planning and Carrying Out Investigations</b><br>Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions. <ul style="list-style-type: none"><li>Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. (3-5-ETS1-3)</li></ul> <b>Constructing Explanations and Designing Solutions</b><br>Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems. <ul style="list-style-type: none"><li>Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design problem. (3-5-ETS1-2)</li></ul> | <b>ETS1.A: Defining and Delimiting Engineering Problems</b> <ul style="list-style-type: none"><li>Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account. (3-5-ETS1-1)</li></ul> <b>ETS1.B: Developing Possible Solutions</b> <ul style="list-style-type: none"><li>Research on a problem should be carried out before beginning to design a solution. Testing a solution involves investigating how well it performs under a range of likely conditions. (3-5-ETS1-2)</li><li>At whatever stage, communicating with peers about proposed solutions is an important part of the design process, and shared ideas can lead to improved designs. (3-5-ETS1-2)</li><li>Tests are often designed to identify failure points or difficulties, which suggest the elements of the design that need to be improved. (3-5-ETS1-3)</li></ul> <b>ETS1.C: Optimizing the Design Solution</b> <ul style="list-style-type: none"><li>Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints. (3-5-ETS1-3)</li></ul> | <b>Influence of Engineering, Technology, and Science on Society and the Natural World</b> <ul style="list-style-type: none"><li>People's needs and wants change over time, as do their demands for new and improved technologies. (3-5-ETS1-1)</li><li>Engineers improve existing technologies or develop new ones to increase their benefits, decrease known risks, and meet societal demands. (3-5-ETS1-2)</li></ul> |
| <i>Connections to 3-5-ETS1.A: Defining and Delimiting Engineering Problems include:</i><br><b>Fourth Grade:</b> 4-PS3-4<br><i>Connections to 3-5-ETS1.B: Designing Solutions to Engineering Problems include:</i><br><b>Fourth Grade:</b> 4-ESS3-2<br><i>Connections to 3-5-ETS1.C: Optimizing the Design Solution include:</i><br><b>Fourth Grade:</b> 4-PS4-3   |   |  |
| <i>Articulation of DCIs across grade-bands: <b>K-2.ETS1.A</b> (3-5-ETS1-1),(3-5-ETS1-2),(3-5-ETS1-3); <b>K-2.ETS1.B</b> (3-5-ETS1-2); <b>K-2.ETS1.C</b> (3-5-ETS1-2),(3-5-ETS1-3); <b>MS.ETS1.A</b> (3-5-ETS1-1); <b>MS.ETS1.B</b> (3-5-ETS1-1),(3-5-ETS1-2),(3-5-ETS1-3); <b>MS.ETS1.C</b> (3-5-ETS1-2),(3-5-ETS1-3)</i>   |   |  |
| <i>Common Core State Standards Connections:</i><br><i>ELA/Literacy –</i><br><b>RI.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (3-5-ETS1-2)<br><b>RI.5.7</b> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (3-5-ETS1-2)<br><b>RI.5.9</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (3-5-ETS1-2)<br><b>W.5.7</b> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (3-5-ETS1-1),(3-5-ETS1-3)<br><b>W.5.8</b> Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (3-5-ETS1-1),(3-5-ETS1-3)<br><b>W.5.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. (3-5-ETS1-1),(3-5-ETS1-3)<br><i>Mathematics –</i><br><b>MP.2</b> Reason abstractly and quantitatively. (3-5-ETS1-1),(3-5-ETS1-2),(3-5-ETS1-3)<br><b>MP.4</b> Model with mathematics. (3-5-ETS1-1),(3-5-ETS1-2),(3-5-ETS1-3)<br><b>MP.5</b> Use appropriate tools strategically. (3-5-ETS1-1),(3-5-ETS1-2),(3-5-ETS1-3)<br><b>3-5.OA</b> Operations and Algebraic Thinking (3-5-ETS1-1),(3-5-ETS1-2)                                      |   |  |

### 4-PS3 Energy

| 4-PS3 Energy   |  |   |
|--|--|---|
| Students who demonstrate understanding can:  |  |   |
| <b>4-PS3-1. Use evidence to construct an explanation relating the speed of an object to the energy of that object.</b> [Assessment Boundary: Assessment does not include quantitative measures of changes in the speed of an object or on any precise or quantitative definition of energy.]   |  |   |
| <b>4-PS3-2. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.</b> [Assessment Boundary: Assessment does not include quantitative measurements of energy.]   |  |   |
| <b>4-PS3-3. Ask questions and predict outcomes about the changes in energy that occur when objects collide.</b> [Clarification Statement: Emphasis is on the change in the energy due to the change in speed, not on the forces, as objects interact.] [Assessment Boundary: Assessment does not include quantitative measurements of energy.]   |  |   |
| <b>4-PS3-4. Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.*</b> [Clarification Statement: Examples of devices could include electric circuits that convert electrical energy into motion energy of a vehicle, light, or sound; and, a passive solar heater that converts light into heat. Examples of constraints could include the materials, cost, or time to design the device.] [Assessment Boundary: Devices should be limited to those that convert motion energy to electric energy or use stored energy to cause motion or produce light or sound.]  |  |   |
| The performance expectations above were developed using the following elements from the NRC document <i>A Framework for K-12 Science Education</i> :   |  |   |
| Science and Engineering Practices  | Disciplinary Core Ideas  | Crosscutting Concepts   |
| <b>Asking Questions and Defining Problems</b><br>Asking questions and defining problems in grades 3–5 builds on grades K–2 experiences and progresses to specifying qualitative relationships. <ul style="list-style-type: none"><li>Ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships. (4-PS3-3)</li></ul> <b>Planning and Carrying Out Investigations</b><br>Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions. <ul style="list-style-type: none"><li>Make observations to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution. (4-PS3-2)</li></ul> <b>Constructing Explanations and Designing Solutions</b><br>Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems. <ul style="list-style-type: none"><li>Use evidence (e.g., measurements, observations, patterns) to construct an explanation. (4-PS3-1)</li><li>Apply scientific ideas to solve design problems. (4-PS3-4)</li></ul>   | <b>PS3.A: Definitions of Energy</b> <ul style="list-style-type: none"><li>The faster a given object is moving, the more energy it possesses. (4-PS3-1)</li><li>Energy can be moved from place to place by moving objects or through sound, light, or electric currents. (4-PS3-2),(4-PS3-3)</li></ul> <b>PS3.B: Conservation of Energy and Energy Transfer</b> <ul style="list-style-type: none"><li>Energy is present whenever there are moving objects, sound, light, or heat. When objects collide, energy can be transferred from one object to another, thereby changing their motion. In such collisions, some energy is typically also transferred to the surrounding air; as a result, the air gets heated and sound is produced. (4-PS3-2),(4-PS3-3)</li><li>Light also transfers energy from place to place. (4-PS3-2)</li><li>Energy can also be transferred from place to place by electric currents, which can then be used locally to produce motion, sound, heat, or light. The currents may have been produced to begin with by transforming the energy of motion into electrical energy. (4-PS3-2),(4-PS3-4)</li></ul> <b>PS3.C: Relationship Between Energy and Forces</b> <ul style="list-style-type: none"><li>When objects collide, the contact forces transfer energy so as to change the objects' motions. (4-PS3-3)</li></ul> <b>PS3.D: Energy in Chemical Processes and Everyday Life</b> <ul style="list-style-type: none"><li>The expression "produce energy" typically refers to the conversion of stored energy into a desired form for practical use. (4-PS3-4)</li></ul> <b>ETS1.A: Defining Engineering Problems</b> <ul style="list-style-type: none"><li>Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account. (secondary to 4-PS3-4)</li></ul> | <b>Energy and Matter</b> <ul style="list-style-type: none"><li>Energy can be transferred in various ways and between objects. (4-PS3-1),(4-PS3-2),(4-PS3-3),(4-PS3-4)</li></ul> <hr/> <b>Connections to Engineering, Technology, and Applications of Science</b> <hr/> <b>Influence of Science, Engineering and Technology on Society and the Natural World</b> <ul style="list-style-type: none"><li>Engineers improve existing technologies or develop new ones. (4-PS3-4)</li></ul> <hr/> <b>Connections to Nature of Science</b> <hr/> <b>Science is a Human Endeavor</b> <ul style="list-style-type: none"><li>Most scientists and engineers work in teams. (4-PS3-4)</li><li>Science affects everyday life. (4-PS3-4)</li></ul> |
| <i>Connections to other DCIs in fourth grade: N/A</i>  |  |   |
| <i>Articulation of DCIs across grade-levels: <b>K.PS2.B</b> (4-PS3-3); <b>K.ETS1.A</b> (4-PS3-4); <b>2.ETS1.B</b> (4-PS3-4); <b>3.PS2.A</b> (4-PS3-3); <b>5.PS3.D</b> (4-PS3-4); <b>5.LS1.C</b> (4-PS3-4); <b>MS.PS2.A</b> (4-PS3-3); <b>MS.PS2.B</b> (4-PS3-2); <b>MS.PS3.A</b> (4-PS3-1),(4-PS3-2),(4-PS3-3),(4-PS3-4); <b>MS.PS3.B</b> (4-PS3-2),(4-PS3-3),(4-PS3-4); <b>MS.PS3.C</b> (4-PS3-3); <b>MS.PS4.B</b> (4-PS3-2); <b>MS.ETS1.B</b> (4-PS3-4); <b>MS.ETS1.C</b> (4-PS3-4)</i>  |  |   |
| <i>Common Core State Standards Connections:</i><br><i>ELA/Literacy –</i><br><b>RI.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (4-PS3-1)<br><b>RI.4.3</b> 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. (4-PS3-1)<br><b>RI.4.9</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (4-PS3-1)<br><b>W.4.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (4-PS3-1)<br><b>W.4.7</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic. (4-PS3-2),(4-PS3-3),(4-PS3-4)<br><b>W.4.8</b> Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (4-PS3-1),(4-PS3-2),(4-PS3-3),(4-PS3-4)<br><b>W.4.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. (4-PS3-1)<br><i>Mathematics –</i><br><b>4.OA.A.3</b> 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. (4-PS3-4) |  |   |



Quincy Public School Fourth Grade Curriculum Map

| 4-PS4 Waves and their Applications in Technologies for Information Transfer   |  |   |
|---|--|---|
| <b>4-PS4 Waves and their Applications in Technologies for Information Transfer</b>  |  |   |
| Students who demonstrate understanding can:   |  |   |
| <b>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.</b> [Clarification Statement: Examples of models could include diagrams, analogies, and physical models using wire to illustrate wavelength and amplitude of waves.] [Assessment Boundary: Assessment does not include interference effects, electromagnetic waves, non-periodic waves, or quantitative models of amplitude and wavelength.]   |  |   |
| <b>4-PS4-2. Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.</b> [Assessment Boundary: Assessment does not include knowledge of specific colors reflected and seen, the cellular mechanisms of vision, or how the retina works.]  |  |   |
| <b>4-PS4-3. Generate and compare multiple solutions that use patterns to transfer information.*</b> [Clarification Statement: Examples of solutions could include drums sending coded information through sound waves, using a grid of 1's and 0's representing black and white to send information about a picture, and using Morse code to send text.]  |  |   |
| The performance expectations above were developed using the following elements from the NRC document <i>A Framework for K-12 Science Education</i> .  |  |   |
| Science and Engineering Practices   | Disciplinary Core Ideas  | Crosscutting Concepts   |
| <b>Developing and Using Models</b><br>Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions. <ul style="list-style-type: none"><li>Develop a model using an analogy, example, or abstract representation to describe a scientific principle. (4-PS4-1)</li><li>Develop a model to describe phenomena. (4-PS4-2)</li></ul> <b>Constructing Explanations and Designing Solutions</b><br>Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems. <ul style="list-style-type: none"><li>Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution. (4-PS4-3)</li></ul> <div>Connections to Nature of Science</div> <b>Scientific Knowledge is Based on Empirical Evidence</b> <ul style="list-style-type: none"><li>Science findings are based on recognizing patterns. (4-PS4-1)</li></ul> | <b>PS4.A: Wave Properties</b> <ul style="list-style-type: none"><li>Waves, which are regular patterns of motion, can be made in water by disturbing the surface. When waves move across the surface of deep water, the water goes up and down in place; there is no net motion in the direction of the wave except when the water meets a beach. <i>(Note: This grade band endpoint was moved from K–2.)</i> (4-PS4-1)</li><li>Waves of the same type can differ in amplitude (height of the wave) and wavelength (spacing between wave peaks). (4-PS4-1)</li></ul> <b>PS4.B: Electromagnetic Radiation</b> <ul style="list-style-type: none"><li>An object can be seen when light reflected from its surface enters the eyes. (4-PS4-2)</li></ul> <b>PS4.C: Information Technologies and Instrumentation</b> <ul style="list-style-type: none"><li>Digitized information can be transmitted over long distances without significant degradation. High-tech devices, such as computers or cell phones, can receive and decode information—convert it from digitized form to voice—and vice versa. (4-PS4-3)</li></ul> <b>ETS1.C: Optimizing The Design Solution</b> <ul style="list-style-type: none"><li>Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints. <i>(secondary to 4-PS4-3)</i></li></ul> | <b>Patterns</b> <ul style="list-style-type: none"><li>Similarities and differences in patterns can be used to sort and classify natural phenomena. (4-PS4-1)</li><li>Similarities and differences in patterns can be used to sort and classify designed products. (4-PS4-3)</li></ul> <b>Cause and Effect</b> <ul style="list-style-type: none"><li>Cause and effect relationships are routinely identified. (4-PS4-2)</li></ul> <div>Connections to Engineering, Technology, and Applications of Science</div> <b>Interdependence of Science, Engineering, and Technology</b> <ul style="list-style-type: none"><li>Knowledge of relevant scientific concepts and research findings is important in engineering. (4-PS4-3)</li></ul> |
| Connections to other DCIs in fourth grade: <b>4.PS3.A</b> (4-PS4-1); <b>4.PS3.B</b> (4-PS4-1); <b>4.ETS1.A</b> (4-PS4-3)  |  |   |
| Articulation of DCIs across grade-levels: <b>K.ETS1.A</b> (4-PS4-3); <b>1.PS4.B</b> (4-PS4-2); <b>1.PS4.C</b> (4-PS4-3); <b>2.ETS1.B</b> (4-PS4-3); <b>2.ETS1.C</b> (4-PS4-3); <b>3.PS2.A</b> (4-PS4-3); <b>MS.PS4.A</b> (4-PS4-1); <b>MS.PS4.B</b> (4-PS4-2); <b>MS.PS4.C</b> (4-PS4-3); <b>MS.LS1.D</b> (4-PS4-2); <b>MS.ETS1.B</b> (4-PS4-3)   |  |   |
| Common Core State Standards Connections:<br>ELA/Literacy –<br><b>RI.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. <i>(4-PS4-3)</i><br><b>RI.4.9</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. <i>(4-PS4-3)</i><br><b>SL.4.5</b> Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. <i>(4-PS4-1),(4-PS4-2)</i><br>Mathematics –<br><b>MP.4</b> Model with mathematics. <i>(4-PS4-1),(4-PS4-2)</i><br><b>4.G.A.1</b> Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. <i>(4-PS4-1),(4-PS4-2)</i>  |  |   |

| 4-LS1 From Molecules to Organisms: Structures and Processes  |  |   |
|--|--|---|
| <b>4-LS1 From Molecules to Organisms: Structures and Processes</b>   |  |   |
| Students who demonstrate understanding can:  |  |   |
| <b>4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.</b> [Clarification Statement: Examples of structures could include thorns, stems, roots, colored petals, heart, stomach, lung, brain, and skin.] [Assessment Boundary: Assessment is limited to macroscopic structures within plant and animal systems.]  |  |   |
| <b>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.</b> [Clarification Statement: Emphasis is on systems of information transfer.] [Assessment Boundary: Assessment does not include the mechanisms by which the brain stores and recalls information or the mechanisms of how sensory receptors function.]  |  |   |
| The performance expectations above were developed using the following elements from the NRC document <i>A Framework for K-12 Science Education</i> .   |  |   |
| Science and Engineering Practices  | Disciplinary Core Ideas  | Crosscutting Concepts   |
| <b>Developing and Using Models</b><br>Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions. <ul style="list-style-type: none"><li>Use a model to test interactions concerning the functioning of a natural system. (4-LS1-2)</li></ul> <b>Engaging in Argument from Evidence</b><br>Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s). <ul style="list-style-type: none"><li>Construct an argument with evidence, data, and/or a model. (4-LS1-1)</li></ul> | <b>LS1.A: Structure and Function</b> <ul style="list-style-type: none"><li>Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (4-LS1-1)</li></ul> <b>LS1.D: Information Processing</b> <ul style="list-style-type: none"><li>Different sense receptors are specialized for particular kinds of information, which may be then processed by the animal's brain. Animals are able to use their perceptions and memories to guide their actions. (4-LS1-2)</li></ul> | <b>Systems and System Models</b> <ul style="list-style-type: none"><li>A system can be described in terms of its components and their interactions. (4-LS1-1),(4-LS1-2)</li></ul> |
| Connections to other DCIs in fourth grade: N/A   |  |   |
| Articulation of DCIs across grade-levels: <b>1.LS1.A</b> (4-LS1-1); <b>1.LS1.D</b> (4-LS1-2); <b>3.LS3.B</b> (4-LS1-1); <b>MS.LS1.A</b> (4-LS1-1),(4-LS1-2); <b>MS.LS1.D</b> (4-LS1-2)   |  |   |
| Common Core State Standards Connections:<br>ELA/Literacy –<br><b>W.4.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (4-LS1-1)<br><b>SL.4.5</b> Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. <i>(4-LS1-2)</i><br>Mathematics –<br><b>4.G.A.3</b> Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded across the line into matching parts. Identify line-symmetric figures and draw lines of symmetry. <i>(4-LS1-1)</i>  |  |   |



# Quincy Public School Fourth Grade Curriculum Map

## 4-ESS3 Earth and Human Activity

| 4-ESS3 Earth and Human Activity   |   |  |
|---|---|--|
| Students who demonstrate understanding can:<br><b>4-ESS3-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and that their uses affect the environment.</b> [Clarification Statement: Examples of renewable energy resources could include wind energy, water behind dams, and sunlight; non-renewable energy resources are fossil fuels and fissile materials. Examples of environmental effects could include loss of habitat due to dams, loss of habitat due to surface mining, and air pollution from burning of fossil fuels.]<br><b>4-ESS3-2. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.*</b> [Clarification Statement: Examples of solutions could include designing an earthquake resistant building and improving monitoring of volcanic activity.] [Assessment Boundary: Assessment is limited to earthquakes, floods, tsunamis, and volcanic eruptions.]   |   |  |
| The performance expectations above were developed using the following elements from the NRC document <i>A Framework for K-12 Science Education</i> .  |   |  |
| Science and Engineering Practices   | Disciplinary Core Ideas   | Crosscutting Concepts  |
| <b>Constructing Explanations and Designing Solutions</b><br>Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems. <ul style="list-style-type: none"><li>Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution. (4-ESS3-2)</li></ul> <b>Obtaining, Evaluating, and Communicating Information</b><br>Obtaining, evaluating, and communicating information in 3–5 builds on K–2 experiences and progresses to evaluate the merit and accuracy of ideas and methods. <ul style="list-style-type: none"><li>Obtain and combine information from books and other reliable media to explain phenomena. (4-ESS3-1)</li></ul>  | <b>ESS3.A: Natural Resources</b> <ul style="list-style-type: none"><li>Energy and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways. Some resources are renewable over time, and others are not. (4-ESS3-1)</li></ul> <b>ESS3.B: Natural Hazards</b> <ul style="list-style-type: none"><li>A variety of hazards result from natural processes (e.g., earthquakes, tsunamis, volcanic eruptions). Humans cannot eliminate the hazards but can take steps to reduce their impacts. (4-ESS3-2) <i>(Note: This Disciplinary Core Idea can also be found in 3.WC.)</i></li></ul> <b>ETS1.B: Designing Solutions to Engineering Problems</b> <ul style="list-style-type: none"><li>Testing a solution involves investigating how well it performs under a range of likely conditions. <i>(secondary to 4-ESS3-2)</i></li></ul> | <b>Cause and Effect</b> <ul style="list-style-type: none"><li>Cause and effect relationships are routinely identified and used to explain change. (4-ESS3-1)</li><li>Cause and effect relationships are routinely identified, tested, and used to explain change. (4-ESS3-2)</li></ul> <hr/> <b>Connections to Engineering, Technology, and Applications of Science</b><br><b>Interdependence of Science, Engineering, and Technology</b> <ul style="list-style-type: none"><li>Knowledge of relevant scientific concepts and research findings is important in engineering. (4-ESS3-1)</li></ul> <b>Influence of Science, Engineering and Technology on Society and the Natural World</b> <ul style="list-style-type: none"><li>Over time, people’s needs and wants change, as do their demands for new and improved technologies. (4-ESS3-1)</li><li>Engineers improve existing technologies or develop new ones to increase their benefits, to decrease known risks, and to meet societal demands. (4-ESS3-2)</li></ul> |
| <i>Connections to other DCIs in fourth grade:</i> <b>4.ETS1.C</b> (4-ESS3-2)  |   |  |
| <i>Articulation of DCIs across grade-levels:</i> <b>K.ETS1.A</b> (4-ESS3-2); <b>2.ETS1.B</b> (4-ESS3-2); <b>2.ETS1.C</b> (4-ESS3-2); <b>5.ESS3.C</b> (4-ESS3-1); <b>MS.PS3.D</b> (4-ESS3-1); <b>MS.ESS2.A</b> (4-ESS3-1),(4-ESS3-2); <b>MS.ESS3.A</b> (4-ESS3-1); <b>MS.ESS3.B</b> (4-ESS3-2); <b>MS.ESS3.C</b> (4-ESS3-1); <b>MS.ESS3.D</b> (4-ESS3-1); <b>MS.ETS1.B</b> (4-ESS3-2)  |   |  |
| <i>Common Core State Standards Connections:</i><br><i>ELA/Literacy –</i><br><b>RI.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (4-ESS3-2)<br><b>RI.4.9</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (4-ESS3-2)<br><b>W.4.7</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic. <i>(4-ESS3-1)</i><br><b>W.4.8</b> Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (4-ESS3-1)<br><b>W.4.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. <i>(4-ESS3-1)</i><br><i>Mathematics –</i><br><b>MP.2</b> Reason abstractly and quantitatively. <i>(4-ESS3-1),(4-ESS3-2)</i><br><b>MP.4</b> Model with mathematics. <i>(4-ESS3-1),(4-ESS3-2)</i><br><b>4.OA.A.1</b> 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. (4-ESS3-1),(4-ESS3-2) |   |  |

## 4-ESS2 Earth’s Systems

| 4-ESS2 Earth’s Systems   |   |  |
|--|---|--|
| Students who demonstrate understanding can:<br><b>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.</b> [Clarification Statement: Examples of variables to test could include angle of slope in the downhill movement of water, amount of vegetation, speed of wind, relative rate of deposition, cycles of freezing and thawing of water, cycles of heating and cooling, and volume of water flow.] [Assessment Boundary: Assessment is limited to a single form of weathering or erosion.]<br><b>4-ESS2-2. Analyze and interpret data from maps to describe patterns of Earth’s features.</b> [Clarification Statement: Maps can include topographic maps of Earth’s land and ocean floor, as well as maps of the locations of mountains, continental boundaries, volcanoes, and earthquakes.]   |   |  |
| The performance expectations above were developed using the following elements from the NRC document <i>A Framework for K-12 Science Education</i> .   |   |  |
| Science and Engineering Practices  | Disciplinary Core Ideas   | Crosscutting Concepts  |
| <b>Planning and Carrying Out Investigations</b><br>Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions. <ul style="list-style-type: none"><li>Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon. (4-ESS2-1)</li></ul> <b>Analyzing and Interpreting Data</b><br>Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used. <ul style="list-style-type: none"><li>Analyze and interpret data to make sense of phenomena using logical reasoning. (4-ESS2-2)</li></ul>  | <b>ESS2.A: Earth Materials and Systems</b> <ul style="list-style-type: none"><li>Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, living organisms, and gravity break rocks, soils, and sediments into smaller particles and move them around. (4-ESS2-1)</li></ul> <b>ESS2.B: Plate Tectonics and Large-Scale System Interactions</b> <ul style="list-style-type: none"><li>The locations of mountain ranges, deep ocean trenches, ocean floor structures, earthquakes, and volcanoes occur in patterns. Most earthquakes and volcanoes occur in bands that are often along the boundaries between continents and oceans. Major mountain chains form inside continents or near their edges. Maps can help locate the different land and water features areas of Earth. (4-ESS2-2)</li></ul> <b>ESS2.E: Biogeology</b> <ul style="list-style-type: none"><li>Living things affect the physical characteristics of their regions. (4-ESS2-1)</li></ul> | <b>Patterns</b> <ul style="list-style-type: none"><li>Patterns can be used as evidence to support an explanation. (4-ESS2-2)</li></ul> <b>Cause and Effect</b> <ul style="list-style-type: none"><li>Cause and effect relationships are routinely identified, tested, and used to explain change. (4-ESS2-1)</li></ul> |
| <i>Connections to other DCIs in fourth grade:</i> N/A  |   |  |
| <i>Articulation of DCIs across grade-levels:</i> <b>2.ESS1.C</b> (4-ESS2-1); <b>2.ESS2.A</b> (4-ESS2-1); <b>2.ESS2.B</b> (4-ESS2-2); <b>2.ESS2.C</b> (4-ESS2-2); <b>5.ESS2.A</b> (4-ESS2-1); <b>5.ESS2.C</b> (4-ESS2-2); <b>MS.ESS1.C</b> (4-ESS2-2); <b>MS.ESS2.A</b> (4-ESS2-2); <b>MS.ESS2.B</b> (4-ESS2-2)   |   |  |
| <i>Common Core State Standards Connections:</i><br><i>ELA/Literacy –</i><br><b>RI.4.7</b> 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. (4-ESS2-2)<br><b>W.4.7</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic. (4-ESS2-1)<br><b>W.4.8</b> Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (4-ESS2-1)<br><i>Mathematics –</i><br><b>MP.2</b> Reason abstractly and quantitatively. (4-ESS2-1)<br><b>MP.4</b> Model with mathematics. (4-ESS2-1)<br><b>MP.5</b> Use appropriate tools strategically. (4-ESS2-1)<br><b>4.MD.A.1</b> 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. <i>(4-ESS2-1)</i><br><b>4.MD.A.2</b> 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. <i>(4-ESS2-1),(4-ESS2-2)</i> |   |  |

## 4-ESS1 Earth’s Place in the Universe

| 4-ESS1 Earth’s Place in the Universe   |   |  |
|--|---|--|
| Students who demonstrate understanding can:<br><b>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.</b> [Clarification Statement: Examples of evidence from patterns could include rock layers with marine shell fossils above rock layers with plant fossils and no shells, indicating a change from land to water over time; and, a canyon with different rock layers in the walls and a river in the bottom, indicating that over time a river cut through the rock.] [Assessment Boundary: Assessment does not include specific knowledge of the mechanism of rock formation or memorization of specific rock formations and layers. Assessment is limited to relative time.]  |   |  |
| The performance expectations above were developed using the following elements from the NRC document <i>A Framework for K-12 Science Education</i> .   |   |  |
| Science and Engineering Practices  | Disciplinary Core Ideas   | Crosscutting Concepts  |
| <b>Constructing Explanations and Designing Solutions</b><br>Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems. <ul style="list-style-type: none"><li>Identify the evidence that supports particular points in an explanation. (4-ESS1-1)</li></ul>   | <b>ESS1.C: The History of Planet Earth</b> <ul style="list-style-type: none"><li>Local, regional, and global patterns of rock formations reveal changes over time due to earth forces, such as earthquakes. The presence and location of certain fossil types indicate the order in which rock layers were formed. (4-ESS1-1)</li></ul> | <b>Patterns</b> <ul style="list-style-type: none"><li>Patterns can be used as evidence to support an explanation. (4-ESS1-1)</li></ul> <hr/> <b>Connections to Nature of Science</b><br><b>Scientific Knowledge Assumes an Order and Consistency in Natural Systems</b> <ul style="list-style-type: none"><li>Science assumes consistent patterns in natural systems. (4-ESS1-1)</li></ul> |
| <i>Connections to other DCIs in fourth grade:</i> N/A  |   |  |
| <i>Articulation of DCIs across grade-levels:</i> <b>2.ESS1.C</b> (4-ESS1-1); <b>3.LS4.A</b> (4-ESS1-1); <b>MS.LS4.A</b> (4-ESS1-1); <b>MS.ESS1.C</b> (4-ESS1-1) <b>MS.ESS2.A</b> (4-ESS1-1); <b>MS.ESS2.B</b> (4-ESS1-1)   |   |  |
| <i>Common Core State Standards Connections:</i><br><i>ELA/Literacy –</i><br><b>W.4.7</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic. (4-ESS1-1)<br><b>W.4.8</b> Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (4-ESS1-1)<br><b>W.4.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. <i>(4-ESS1-1)</i><br><i>Mathematics –</i><br><b>MP.2</b> Reason abstractly and quantitatively. <i>(4-ESS1-1)</i><br><b>MP.4</b> Model with mathematics. <i>(4-ESS1-1)</i><br><b>4.MD.A.1</b> 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. <i>(4-ESS1-1)</i> |   |  |

Quincy Public School Fourth Grade Curriculum Map

| TEACHER'S SCHEDULE: 2023-2024    |         |         |                                      |                                      |                                      |                                      |                                      |                  |
|----------------------------------|---------|---------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|------------------|
| First Name:_____ Last Name:_____ |         |         |                                      |                                      |                                      |                                      | Room # _____                         |                  |
| School: _____                    |         |         |                                      | Grade: 4th                           |                                      |                                      | # of Students: _____                 |                  |
|                                  |         |         |                                      |                                      |                                      |                                      |                                      |                  |
| Time from                        | Time to | Minutes | Monday                               | Tuesday                              | Wednesday                            | Thursday                             | Friday                               | Minutes per week |
| 8:25                             | 8:45    | 20      | Breakfast/Morning Routines           |                                      |                                      |                                      |                                      |                  |
| 8:45                             | 9:15    | 30      | Reading Workshop: Whole Group Lesson | MUSIC                                | Reading Workshop: Whole Group Lesson | MUSIC                                | Reading Workshop: Whole Group Lesson |                  |
| 9:15                             | 9:45    | 30      | PE                                   | PE                                   | PE                                   | PE                                   | RW: Small Groups                     |                  |
| 9:45                             | 10:15   | 30      | RW: Small Groups                     | Reading Workshop: Whole Group Lesson | RW: Small Groups                     | Reading Workshop: Whole Group Lesson | RW: Small Groups                     |                  |
| 10:15                            | 10:45   | 30      | RW: Small Groups                     | RW: Small Groups                     | RW: Small Groups                     | RW: Small Groups                     | Word Study                           |                  |
| 10:45                            | 11:15   | 30      | Word Study                           | RW: Small Groups/Word Study          | Word Study                           | RW: Small Groups/Word Study          | LIBRARY                              |                  |
| 11:15                            | 11:45   | 30      | Writer's Workshop                    |                                      |                                      |                                      |                                      |                  |
| 11:45                            | 12:05   | 20      | Writer's Workshop                    |                                      |                                      |                                      |                                      |                  |
| 12:05                            | 12:35   | 30      | LUNCH                                |                                      |                                      |                                      |                                      |                  |
| 12:35                            | 12:50   | 15      | RECESS                               |                                      |                                      |                                      |                                      |                  |
| 12:50                            | 1:00    | 10      | Read Aloud/Math                      |                                      |                                      |                                      |                                      |                  |
| 1:00                             | 1:30    | 30      | Math                                 |                                      |                                      |                                      |                                      |                  |
| 1:30                             | 2:00    | 30      | Math                                 |                                      |                                      |                                      |                                      |                  |
| 2:00                             | 2:15    | 15      | Recess                               |                                      |                                      |                                      |                                      |                  |
| 2:15                             | 2:30    | 15      | Content                              |                                      |                                      |                                      |                                      |                  |
| 2:30                             | 3:00    | 30      | Content                              |                                      | ART                                  | Content                              |                                      |                  |
| 3:00                             | 3:15    | 15      | Content                              |                                      |                                      |                                      |                                      |                  |
| 3:15                             | 3:35    | 20      | Dismissal                            |                                      |                                      |                                      |                                      |                  |