Glendale Elementary School District

23-24 ELA PACING GUIDE

4th Grade

Reading Block	Equivalency Chart		
ReadyGEN supports	Benchmark Blueprints	Learning Cycle PDF	C & I Page
6-Minute Solutions Supports	Galileo Supports	AASA Item Specifications, Test Blueprints	ADE ELA website
Handwriting Resources	i-Ready Supports	4th Grade Deconstruction	ELA Standards Progression

Reading Block Layout (160 Minutes)

	Word Study/Reading Foundational Skills (15-20 Minutes)	Whole Group Instruction/Launch Lesson (20 Minutes)	Guided Reading (60-80 Minutes)	Writing (40 Minutes)
Teacher Actions	• Decoding/Encoding of 6 Syllable types, Multisyllabic words, irregular words • Study of Prefixes, Suffixes, Root Words (Morphology) • Intentional Spiral Review Implementing Previous Skills	• Expose students to grade level text • Model Close Reading Strategies • Demonstrate Fluent Reading • Use Metacognition to reach learning targets	• Identify student instructional reading level • Plan explicit lessons for grouped students • Prompt and reinforce growing reading skills • Expose students to a variety of texts • Model, Guide, and Reinforce good reading behaviors	• Handwriting instruction • Model the writing process through process and purpose • Facilitate shared and guided reading practice • Conference with students to provide feedback on their writing • Extend literary analysis to writing
Student Actions	• Read, Write, Sort, Divide, and Spell Mutisyllabic words, Irregular Words • Read Grade-Level Text Fluently • Determine the meaning of unknown words	• Utilize Comprehension Strategies • Read a variety of text types • Close Read and Annotate text • Practice fluent reading	• Read increasingly Challenging text with fluency, accuracy, and understanding • Utilize comprehension skills • Build reading stamina • Extend application through independent practice	• Connect reading text analysis by responding in writing • Write increasingly complex connected sentences using a variety of structures • Utilzie the writing process to publish final works • Participate in writing conferences and set goals to monitor learning
Resources	• GESD Phonics Continuum (UFLI, ReadyGEN, 95%) • Scholastic Book Room • VocabSurge	• SAVVAS ReadyGEN • Performance Coach • Paired Passages	• SAVVAS ReadyGEN • 95% Group • Guided Reading Bookroom • Jan Richardson Lesson Plans	• PAF Writing Instruction • Thinking Maps • Write from the Beginning • SAVVAS ReadyGEN

Equivalency Chart

	Kindergarten			1st Grade			2nd Grade			3rd Grade			4th Grade			5th Grade			6th Grade			7th Grade			8th Grade		
	B	M	E	B	M	E	B	M	E	B	M	E	B	M	E	B	M	E	B	M	E	B	M	E	B	M	E
Lexile	0	25	100	125	225	325	350	450	525	550	625	675	700	750	800	800	850	900	925-1070			925-1120			1010-1185		
Scholastic		B	D	D	F	I	I	K	M	M	O	P	P	R	S	S	U	V	V	W	X	X	Y	Z	Z	Z	Z
Jan Plan Template	Pre-A	Emergent		Early (D-I)			Transitional Template (J-P)																				
													Fluent Template (N+)														
i-Ready Fluency					29+	60+	50+	84+	100+																		
Fountas & Pinnell	A	B	C	D	G	J	J	K-L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	Z	Z	Z	Z	Z
Learning A-Z	A	B	C	D	G	J	K	M	P	Q	R-S	T	U	V	W	X	Y	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z
DRA	A-6			A-16			8-30			16-40			20-50			40-60			50-70								

Year Long Standards

Range of Reading Levels and text Complexity:

4.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.

4.RI.10 By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.

Range of Writing:

4.W.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.

Range of Reading Staircase to Complexity:

4th-5th Grade Lexile Range: 740-1010

*Text used during Tier 1 instruction should fall within the above Lexile band to build upon increased text complexity throughout the year.

Standard	Quarter 1 (Unit 1)	Quarter 2 (Unit 2)	Quarter 3 (Unit 3)	Quarter 4 (Unit 4)
Reading Foundational Skills				
4.RF.3 Know and apply phonics and word analysis skills in decoding multisyllabic words in context and out of context. 4.RF.3a Use combined knowledge of all letter-sound correspondences to read unfamiliar multisyllabic words accurately. EL.4-5.RF.1g: Segment multi-syllabic words into syllables (/but/ter/fly/). EL.4-5.RF.3c: Read regularly spelled one and two-syllable words and compound words including consonant blends (bl, st, and tr). EL.4-5.RF.3d: Read one and two-syllable words using letter-sound knowledge.	o Identify the smaller words that make up compound words. o Read and determine the meaning of compound words using their smaller words. o Decode and read compound words.	o Identify the smaller words that make up compound words. o Decode and read compound words. o Identify unknown words. o Decode and read unknown words. o Decode and read related words.	o Identify unknown words. o Decode and read unknown words. o Decode and read related words.	o Identify the base words in related words. o Decode and read related words. o Identify homographs. o Decode and read homographs. o Decode and read related words.
4.RF.3b Apply knowledge of the six syllable patterns to read grade-level words accurately.	o Decode and read words from all syllable types: ● Closed (CVC) ● Vowel-Consonant-e (VCe) ● Open (CV)	o Decode and read words from all syllable types: ● Closed (CVC) ● Vowel-Consonant-e (VCe) ● Open (CV)	o Decode and read words from all syllable types: ● Closed (CVC) ● Vowel-Consonant-e (VCe) ● Open (CV)	o Decode and read words from all syllable types: ● Closed (CVC) ● Vowel-Consonant-e (VCe) ● Open (CV)

	● r-controlled (ar, er, ir, or, ur) ● Vowel Teams (including diphthongs) ● Consonant –le	● r-controlled (ar, er, ir, or, ur) ● Vowel Teams (including diphthongs) ● Consonant –le	● r-controlled (ar, er, ir, or, ur) ● Vowel Teams (including diphthongs) ● Consonant –le	● r-controlled (ar, er, ir, or, ur) ● Vowel Teams (including diphthongs) ● Consonant –le
4.RF.3c Use combined knowledge of morphology (e.g., roots and affixes) to read grade-level words accurately. EL.4-5.RF. 3e: Identify base words (walk, clean, dress) that have been modified by inflectional endings. EL.4-5.RF. 3f: Identify inflectional endings (e.g., -s, -ed, -ing, etc.) and their functions (i.e., tense, plurality, comparison and parts of speech). EL.4-5.RF. 3g: Repeat and read given words with common prefixes, suffixes and roots including the endings -tion, -sion.	o Identify the base words in words with the endings: ● -ed, -ing ● -er, -est o Decode and read words with the endings: ● -ed, -ing ● -er, -est o Add the endings –ed, -ing, to verbs o Add the endings –er, -est to adjectives o Identify the base words in words with the suffixes: ● -or, -er ● -ist, -ive, -ness o Decode and read words with the suffixes ● -or, -er ● -ist, -ive, -ness o Add the suffixes –or, -er to verbs o Add the suffixes -ist, -ive, -ness to base words o Identify the base words in words with the prefix –un, -in o Add the prefixes –un, -in to base words o Decode and read words with the prefixes –un, -in	o Use knowledge of roots to read accurately unfamiliar multisyllabic words. o Identify the base words in words with the Latin prefixes dis-, re-, non-. o Add the Latin prefixes dis-, re-, non- to words. o Decode and read words with Latin prefixes dis-, re-, non-. o Identify the base words in words with the suffix –ly. o Add the suffix –ly to verbs. o Decode and read words with the suffix –ly. o Identify words from Latin. o Read and decode words from Latin. o Identify words with Greek roots. o Identify the base word in related words. o Identify the Latin roots struct, scrib, and scrip in words. o Decode and read words with the Latin roots struct, scrib, scrip.	o Identify the base words in words with suffixes -ian, -ist, -ism. o Add the suffixes -ian, -ist, -ism to base words. o Decode and read words with the suffixes -ian, -ist, -ism. o Identify Latin roots aqua, dict. o Read and determine the meanings of words with Latin roots aqua, dict. o Decode and read words with Latin roots aqua, dict. o Identify words with Greek and Latin prefixes trans-, tele-. o Read and decode words with Greek and Latin prefixes trans-, tele-. o Identify words with Greek prefixes amphi-, anti-. o Decode and read words with Greek prefixes amphi-, anti-. o Identify words that come into English from French. o Decode and read words that come from French. o Identify the base words in words with suffixes –ous, -able, -ible. o Add suffixes –ous, -able, -ible to base words. o Decode and read words with the suffixes –ous, -able, -ible.	o Identify the base words in words with the suffix –ion. o Add the suffix –ion to base words. o Decode and read words with the suffix –ion. o Identify words that come into English from German. o Decode and read words that come from German. o Identify words with Latin roots: ● gener, port ● dur, ject o Read and decode words with Latin roots: ● gener, port ● dur, ject o Identify words that came into English from French. o Decode and read words that came from French. o Identify the base words in related words.

4.RF.4 Read with sufficient accuracy and fluency to support comprehension. 4.RF.4a. Read on-level text with purpose and understanding. *Connects to L.4.b*	o Read on level text with purpose and understanding. o 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.	o Read on level text with purpose and understanding. o 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.	o Read on level text with purpose and understanding. o 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.	o Read on level text with purpose and understanding. o 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.
4.RF.4b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	o Read grade-level prose orally and accurately.	o Read grade-level prose orally and accurately.	o Read grade-level prose orally and accurately.	o Read grade-level prose orally and accurately.
4.RF.4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	o Identify words that are synonyms or antonyms. o Understand words by relating them to their synonyms and antonyms. o Decode and read words that are synonyms and antonyms.		o Decode and read multiple-meaning words. o Decode and read words that are synonyms or antonyms.	
Writing Standards: Foundational Skills				
4.WF.1 Demonstrate and apply handwriting skills. 4.WF.1a. Read and write cursive letters, upper and lower case.	o Read and write cursive letters, upper and lower case.	o Read and write cursive letters, upper and lower case.	o Read and write cursive letters, upper and lower case.	o Read and write cursive letters, upper and lower case.
4.WF.1b. Transcribe ideas legibly and fluently with appropriate spacing and indentation.	o Transcribe ideas, into cursive, legibly.	o Transcribe ideas, into cursive, legibly.	o Transcribe ideas, into cursive, legibly and fluently.	o Transcribe ideas, into cursive, legibly and fluently.
Reading Standards for Literature				
4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. *Connects to 4.SL.2* *Connects to 4.W.9* EL.4-5.S1.I-2: summarize a text including specific details and information.	o +Refer to details and examples in a text when explaining what the text says explicitly. o Refer to details in the visuals when explaining what the text says implicitly.	o Refer to details and examples when explaining what the text says explicitly, including tall tales. o Refer to details and examples when drawing inferences from the text. o Refer to details and examples in a text when describing and forming ideas about a character, setting, or event in a story.	o Refer to details and examples in a text when drawing inferences from the text explicitly. o Refer to details and examples in a text when drawing inferences from the text implicitly.	o Refer to details and examples in a text when explaining what the text says, explicitly and when drawing inferences from the text.
4.RL.2 Determine a theme of a story, drama, or poem from	o Summarize the text. o Determine a theme implicitly stated in the text.	o Summarize the text	o Summarize the text.	o Summarize the text.

details in the text; summarize the text. *Connects to 4.SL.2* EL.4-5.S1.I-1: determine main ideas or themes and explain how they are supported by key details. EL.4-5.S1.I-2: summarize a text including specific details and information.		o Determine the theme of a story/poem from details in the text. o Analyze a theme of a story. o Determine a theme implicitly stated in the text.	o Determine a theme of a story or drama from details in the text. o Determine a theme implicitly stated in the text.	o Determine a theme of a story or drama from details in the text.
4.RL.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). *Connects to 4.SL.2* *Connects to 4.W.9* EL.4-5.S1.I-3: compare and contrast specific details and information in a text.	o Describe in depth characters, setting, and events in a story using specific details in the text.	o Describe in depth setting, events (problem/solution) and characters in a story, drawing on specific details in the text. o Interpret details from the text to make an inference about a character, setting, or event. o Describe characters' thoughts and words, drawing on specific details in the text. o Determine/comprehend the motivations of characters in literature. o Determine an author's purpose for including an event or description in a story.	o Describe in depth a character, setting, or event in a story drawing on specific details in the text. o Use details and examples in a text to describe and make inferences about a character. o Interpret details from the text to make an inference about a character, setting, or event, explicitly and implicitly. o Draw on specific details in a text to describe story elements.	o Draw on specific details in a text to describe story elements. o Use details and examples in a text to describe and make inferences about a character. o Draw on specific details in a text to describe characters and events in a story. (e.g., a character's thoughts, words, or actions). o Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text.
4.RL.4 Determine the meaning of words, phrases, and figurative language found in stories, poetry, myths, and traditional literature from different cultures, including those that allude to significant characters. EL.4-5.S2.I-1: determine the meaning of less- frequently occurring words and phrases and content specific words. EL.4-5.S2.I-2: determine the meaning of idiomatic expressions and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events. EL.4-5.S2.I-3: apply context clues, information from visual aids, reference materials, and	o Determine the meaning of words and phrases as they are used in a text. o Determine the meaning of general academic and domain-specific words. o Determine the meaning of words as they are used in a text using context clues.	o Determine the meaning of words as they are used in a text. o Determine the meaning of general academic and domain-specific words as they are used in a text. o Identify and explain sensory details. o Refer to details and examples when explaining what a text says. o Determine the meaning of words as they are used in a text using context clues.	o Determine the meaning of general academic words in a text and use the words accurately. o Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology. o Analyze word choices to develop understanding of literary texts. o Determine the meaning of words as they are used in a text using context clues.	o Decode and read words that came from French. o Determine the meaning of general academic, and domain-specific, words in a text and use the words accurately.

knowledge of grade-appropriate English morphology to determine meaning of unknown words.				
4.RL.5 Explain the overall structure and major differences between poetry, drama, and prose. *Connects to 4.SL.4* EL.4-5.S1.I-1: determine main ideas or themes and explain how they are supported by key details. EL.4-5.S1.I-2: summarize a text including specific details and information.		o Contrast two or more literary texts to analyze how structure affects their meaning.	o Refer to the structural elements of poems (e.g., verse) when writing about a text. o Refer to the structural elements of a drama such as a cast of characters, setting, dialogue, and stage directions when speaking about a text.	o Refer to the structural elements of poems (e.g., verse) when writing about a text. o Refer to the structural elements of a drama such as a cast of characters, setting, dialogue, and stage directions when speaking about a text.
4.RL.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. *Connects to 4.W.9*	o Understand the difference between first- and third-person narrations. o Determine a story's point of view. o Compare and contrast the point of view from which stories are narrated.	o Compare and contrast the point of view from which different stories are narrated, including the different between first- and third-person narratives. o Contrast characters' point of view.	o Compare and contrast the point of view from which different stories are narrated, including the different between first- and third-person narratives. o Contrast characters' point of view.	o Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
4.RL.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. *Connects to 4.SL.2* EL.4-5.S1.I-4: explain how the visual information supports the text.			o Make connections between the text of a story and a visual presentation of the text. o Interpret information presented visually and explain how it contributes to understanding of text. o Use details to describe the connections between the text of a story and a visual/oral presentation.	o Make connections between the text of a story and a visual presentation of the text. o Interpret information presented visually and explain how it contributes to understanding of text.
4.RL.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 or hero journey) in stories, myths, and traditional literature from different cultures. *Connects to 4.W.9*	o Compare and contrast the treatment of similar topics.	o Compare and contrast the treatment of similar themes and topics in stories from different cultures.	o Compare and contrast the treatment of similar topics in stories and myths from different cultures. o Compare the treatment of similar topics in multiple texts and integrate information to write or speak about the subject knowledgeably.	o Compare the treatment of similar topics in multiple texts and integrate information to write or speak about the subject knowledgeably.
Reading Standards for Informational Text				

4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. *Connects to 4.SL.2* *Connects to 4.W.9* EL.4-5.S1.I-2: summarize a text including specific details and information.	o Refer to details in a text when drawing inferences from the text. o Refer to details and examples in a text when explaining what the text says explicitly.	o Refer to details and examples when explaining what a text says explicitly.	o Refer to details and examples in a text when explaining what the text says and implies. o Refer to details and examples in a text when explaining and drawing inferences from the text. o Identify descriptive details in a text.	o Refer to key details and examples when explaining what a text says and implies. o Identify and analyze descriptive details in informational text.
4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. *Connects to 4.SL.2* EL.4-5.S1.I-1: determine main ideas or themes and explain how they are supported by key details.	o Determine the main idea/main points of a text and explain how it is supported by key details. o Compare and contrast key details in a text. o Explain the use of a summary. o Identify and summarize main ideas and key details in a text.	o Determine the main idea of a text and explain how it is supported by key details. o Determine the main idea implicitly stated in the text. o Summarize a text.	o Determine the main idea of a text and explain how it is supported by key details. o Determine the main idea implicitly stated in the text. o Summarize a text.	o Determine the main idea of a text and explain how it is supported by key details. o Summarize a text.
4.RI.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. *Connects to 4.SL.4* *Connects to 4.W.9* EL.4-5.S1.I-3: compare and contrast specific details and information in a text.	o Explain events and concepts in a text. o Explain concepts in an informational text. o Analyze and explain scientific concepts. o Use details from the text to infer about events, procedures, ideas, or concepts.	o Explain and analyze events, procedures, and ideas in historical text, including what happened and why. o Explain events based on information in the text. o Use details from the text to infer about events, procedures, ideas, or concepts. o Synthesize details that are implicit in the text to draw a conclusion about events, procedures, ideas, or concepts.	o Explain an event in a text based on specific information in the text. o Explain ideas in a scientific text. o Explain events and ideas, historical or scientific, including what happened, based on specific information in the text. o Explain procedures based on information in the text. o Explain events and concepts in a scientific text. o Use details from the text to infer about events, procedures, ideas, or concepts. o Synthesize details that are implicit in the text to draw a conclusion about events, procedures, ideas, or concepts.	o Explain events in a historical text based on specific information in a text.
4.RI.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to grade 4 topic or subject area.	o Determine the meaning of and use of academic and domain-specific words when explicitly stated in a text. o Analyze author's word choices.	o Analyze word choice. o Determine the meaning of and use of academic and domain-specific words when explicitly stated in a text.	o Determine the meaning of and use of academic and domain-specific words when explicitly stated in a text.	

EL.4-5.S2.I-1: determine the meaning of less- frequently occurring words and phrases and content specific words. EL.4-5.S2.I-2: determine the meaning of idiomatic expressions and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events. EL.4-5.S2.I-3: apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.	o Identify signal words. o Analyze key words and phrases in informational text.	o Refer to details and examples when explaining what a text says.		
4.RI.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text. EL.4-5.S1.I-1: determine main ideas or themes and explain how they are supported by key details. EL.4-5.S1.I-2: summarize a text including specific details and information. EL.4-5.S1.I-3: compare and contrast specific details and information in a text. EL.4-5.S1.I-4: explain how the visual information supports the text.	o Describe the overall structure (e.g., chronology, cause/effect) of events/information in a text. o Analyze text features. o Use details in the organizational structure, including an index, to understand and explain text. o Use text structure, including headings and subheadings, as guides for understanding the text.	o Describe the structure (e.g., chronology, comparison) of events in a text. o Identify examples of particular structures used within a text.	o Understand and explain a sequence of events described in informational text. o Compare and contrast details and information in a part of a text. o Describe the overall structure (cause/effect) of a text or part of a text. o Identify examples of particular structures used within a text.	
4.RI.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. *Connects 4.SL.3* *Connects to 4.W.9*		o Describe the difference between firsthand and secondhand accounts.	o Describe the difference in accounts and the information provided. o Compare and contrast accounts of the same event. o Compare and contrast firsthand and secondhand account of the same event.	
4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts,	o Analyze visuals. o Understand how visuals relate to a text.	o Interpret information presented visually, orally, or quantitatively.	o Explain and analyze how visuals deepen the understanding of the text.	

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. EL.4-5.S1.I-4: explain how the visual information supports the text.	o Analyze text features. o Understand and use an index. o Interpret information presented visually.		o Interpret information presented visually, orally, or quantitatively and explain how it contributes to understanding of text.	
4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text. *Connects to 4.SL 3* EL.4-5.S8.I-1: explain how an author or speaker uses reasons and evidence to support or fail to support specific points.	o Explain how an author uses reasons and evidence to support particular points in a text.	o Explain how an author uses reasons and evidence to support particular points in a text. o Select words or phrases from the passage that demonstrate the support an author provides for key points in a text. o Draw an inference about why an author uses reasons or evidence to support key points in the text.	o Explain how an author uses reasons and evidence to support particular points in a text. o Select words or phrases from the passage that demonstrate the support an author provides for key points in a text. o Draw an inference about why an author uses reasons or evidence to support key points in the text.	o Explain how an author uses reasons and evidence to support particular points in a text. o Select words or phrases from the passage that demonstrate the support an author provides for key points in a text. o Draw an inference about why an author uses reasons or evidence to support key points in the text.
4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	o Integrate information from several texts on the same topic to write about the subject. o Integrate information from texts on the same or related topics. o Draw upon information about a topic to aid in discussion. o Reread to make connections across texts. o Compare and contrast information in texts.	o Integrate information from two texts on the same topic in order to speak about the subject knowledgeably.	o Compare key ideas and details in two texts on the same topic. o Integrate information from texts on the same topic in order to write or speak about the subject knowledgeably. o Compare and contrast the treatment of related science topics. o Compare the treatment of similar topics across the texts and integrate information to become more knowledgeable about the subject.	o Integrate information from two texts on the same topic. o Compare the treatment of similar topics in multiple texts and integrate information to write or speak about the subject knowledgeably.
Writing Standards				
4.W.1 Write opinion pieces on topics supporting a point of view with reasons and information. *(WFTB Expository Manual Pg. 129-150)* EL.4-5.S4.I-1: express an opinion on a topic.		o Write opinion pieces on texts, supporting a point of view with reasons. o Write an opinion paragraph supported by reasons and information.	o Write an opinion piece and support it with reasons. o Write an opinion paragraph. o Write an opinion piece, supporting the opinion with information from visuals.	o Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

EL.4-5.S4.I-2: supply a reason that supports the opinion and is based on more detailed textual evidence and relevant background knowledge. EL.4-5.S4.I-3: use 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). EL.4-5.S4.I-4: Provide a conclusion that summarizes the opinion presented. EL.4-5.S8.I-4: write about an opinion and use provided resources to include supporting reasons.		o Use evidence from the text in opinion writing. o Link opinions and reasons using words and phrases when writing an opinion piece.	o Write opinion pieces on topics or texts, supporting a point of view with reasons and information. o Draft an opinion piece.	
4.W.1a 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. *(WFTB Expository Strategy #5 Pgs. 174-177)* EL.4-5.S4.I-1: express an opinion on a topic. EL.4-5.S4.I-2: supply a reason that supports the opinion and is based on more detailed textual evidence and relevant background knowledge.		o Write an opinion piece and support it with reasons. o Form and state an opinion based on analyzing the text. o 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. o Write a clear and strong introduction to an opinion essay. o Write an opinion paragraph.	o Write a clear statement of opinion. o Create an organizational structure in which related ideas are grouped to support the writer's purpose. o Introduce a topic clearly and state an opinion.	o 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.
4.W.1b Provide reasons that are supported by facts and details. *(WFTB Expository Strategy #1 Pgs. 152-157)* EL.4-5.S4.I-2: supply a reason that supports the opinion and is based on more detailed textual evidence		o Write an opinion piece and support it with factual reasons. o Include text evidence. o Provide reasons that are supported by valid facts and details.	o Provide reasons that are supported by facts and details from texts.	o Provide reasons that are supported by facts and details from texts.

and relevant background knowledge. EL.4-5.S8.I-1: explain how an author or speaker uses reasons and evidence to support or fail to support specific points. EL.4-5.S8.I-2: write about an opinion and use provided resources to include supporting reasons.				
4.W.1c Link opinions and reasons using words and phrases (e.g., for instance, in order to, in addition). *(WFTB Expository Strategy #2 Pgs. 158-164, Strategy #3 Pgs. 165-168, & Strategy #4 Pgs. 169-173)* EL.4-5.S9.I-2 Apply increasing understanding of how ideas, events, or reasons are linked throughout a text by using grade-appropriate linking words and temporal words when writing and speaking.		o Link opinions and reasons using words and phrases when writing an opinion piece.	o Use linking words and phrases to connect an opinion and its reasons.	o Use linking words and phrases to connect an opinion and its reasons.
4.W.1d Provide a concluding statement or section related to the opinion presented. *(WFTB Expository Strategy #6 Pgs. 178-184)* EL.4-5.S4.I-4: Provide a conclusion that summarizes the opinion presented.		o Provide a concluding statement or section related to an expressed opinion. o Write a conclusion that summarizes similarities and differences.	o Provide a concluding statement related to the opinion presented. o Provide a concluding section related to the opinion presented.	o Provide a concluding statement related to the opinion presented.
4.W.2 Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. *(WFTB Expository Manual Pg. 395-415 & Compare/ Contrast WFTB Pgs. 427-435)* EL.4-5.S3.I-3: compose informational texts that include details and examples to develop a topic while using appropriate conventions.	o Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.		o Write an informative/ explanatory texts to examine a topic and convey ideas and information clearly.	

EL.4-5.S3.I-5: use precise language and domain- specific vocabulary to inform about or explain the topic.				
4.W.2a 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. *(WFTB Expository Strategy #5 Pgs. 174-177)* EL.4-5.S3.I-3: compose informational texts that include details and examples to develop a topic while using appropriate conventions.	o Introduce a topic clearly and include illustrations and multimedia when useful. o Write to establish a purpose. o Use visuals to support a topic. o Group related information in paragraphs and sections when writing.		o Introduce a topic clearly and include formatting, illustrations, and multimedia when useful to aiding comprehension. o Introduce a topic clearly and group related information in paragraphs and sections; include headings. o Include illustrations when useful to aid comprehension. o Group related information in paragraphs and sections; include headings.	
4.W.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. EL.4-5.S3.I-3: compose informational texts that include details and examples to develop a topic while using appropriate conventions. EL.4-5.S3.I-5 use precise language and domain specific vocabulary to inform about or explain the topic.	o Writing with visuals related to the topic. o Develop writing with visuals related to the topic. o Develop the topic with facts, definitions, concrete details, quotations, or other information, and examples related to the topic.	o Develop a topic with quotations related to the topic.	o Develop the topic with facts, concrete details, quotations, or other information or examples.	
4.W2.c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). *(WFTB Expository Strategy #2 Pgs. 158-164)* EL.4-5.S3.I-4 produce sentences that link ideas using transition words and phrases (e.g., another, for example, in contrast). EL.4-5.S.I-2 Apply increasing understanding of how ideas, events, or reasons are linked throughout a text by using grade-	o Use linking words and phrases in writing.	o Use linking words and phrases in writing.	o Use linking words and phrases in writing.	o Use linking words and phrases in writing.

appropriate linking words and temporal words when writing and speaking.				
4W.2d Use precise language and domain-specific vocabulary to inform about or explain the topic. *(WFTB Expository Strategy #3 Pgs. 165-168 & WFTB Expository Strategy #4 Pgs. 169-173)* EL.4-5.S3.I-5 use precise language and domain specific vocabulary to inform about or explain the topic	o Use precise language and domain-specific vocabulary to inform about or explain the topic. o Use precise language and domain-specific vocabulary when writing an informative/explanatory paragraph.	o Use precise language and domain-specific vocabulary to inform about or explain a topic.	o Use precise language and domain-specific vocabulary. o Use precise language and domain-specific vocabulary to inform about or explain a topic.	
4.W2.e Provide a concluding statement or section related to the information or explanation presented. *(WFTB Expository Strategy #6 Pgs. 178-184)*	o Provide a concluding statement or selection when writing. o Provide a conclusion when writing.	o Provide a conclusion related to the information presented.	o Provide a conclusion related to the information presented.	
4.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. EL.4-5.S3.I-2: compose written narratives using appropriate conventions that include details and examples to develop a topic.		o Write narratives to develop real or imagined experiences using clear event sequences, effective technique, and descriptive details. o Write a narrative using a third point of view. o Develop a plot when writing a narrative.		o Write a narrative to develop real or imagined experiences or events using descriptive details, effective techniques, and a clear event sequence.
4.W.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. *(WFTB Narrative Strategy #1 Pgs. 180-188 & Strategy #6 Pgs. 209-211)*	o Organize an event sequence that unfolds naturally.	o Introduce and develop characters, showing their responses to situations. o Establish a situation, introduce characters, and organize an event sequence. o Organize an event sequence that unfolds naturally.		o Establish a situation, introduce a narrator and/or characters, and organize an event sequence that unfolds naturally.
4.W.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations. *(WFTB Narrative Strategy #2 Pgs. 189-192& Strategy #4 Pgs. 199-205)*		o Use dialogue and description to develop experiences and events or show the responses of characters to situations. o Use dialogue and description to develop characters and to show the responses of characters to situations.		o Use dialogue and description to develop experiences and events or show the responses of characters to situations.

4.W.3c Use a variety of transitional words and phrases to manage the sequence of events. *(WFTB Narrative Strategy #3 Pgs. 193-198)* EL.4-5.S3.I-4 produce sentences that link ideas using transition words and phrases (e.g., another, for example, in contrast). EL.4-5.S9.I-2 Apply increasing understanding of how ideas, events, or reasons are linked throughout a text by using grade-appropriate linking words and temporal words when writing and speaking.		o Use a variety of transitional words and phrases to manage the sequence of events.		o Use a variety of transitional words and phrases to manage a sequence of events.
4.W.3d Use concrete words and phrases and sensory details to convey experiences and events precisely. *(WFTB Narrative Strategy #5 Pgs. 206-208)*	o Use concrete words and phrases to describe experiences and events precisely. o Use concrete words and phrases to help write precisely.	o Use concrete words and phrases and sensory details to convey experiences and events precisely. o Use concrete words and phrases to describe events and experiences. o Use sensory details in writing.	o Use concrete words and phrases and sensory details to convey experiences and events precisely.	o Use concrete words and phrases and sensory details to convey experiences and events precisely.
4.W.3e Provide a conclusion that follows from the narrated experiences or events. *(WFTB Narrative Strategy #7 Pgs. 212-215)*		o Provide a conclusion that follows from the narrated experiences or events.		o Provide a conclusion that follows from the narrated events.
4.W.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). (pragmatics). EL.4-5.S9.I-1: Apply understanding of how text types are organized in complex texts (e.g. how a story is organized when writing and speaking sequentially versus how an informative text is organized by topic and details versus how an	o Use clear organization when writing.	o Produce clear and coherent writing with appropriate development and organization.	o Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	o Produce clear and coherent writing with appropriate development and organization.

opinion text is organized by opinion and supporting reasons). EL.4-5.S9.I-2 Apply increasing understanding of how ideas, events, or reasons are linked throughout a text by using grade-appropriate linking words and temporal words when writing and speaking.				
4.W.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). EL.4-5.S5.I-1: increasingly adapt language choices and style (includes register) according to purpose, task, and audience. EL.4-5.S5.I-2: use an increasingly wider range of general academic and content-specific words and phrases.	o With guidance and support from peers and adults, strengthen writing by planning and pre-writing. o With guidance and support, develop and strengthen writing by revising, editing, and proofreading.	o With guidance and support from peers and adults, strengthen writing by planning and prewriting. o With guidance and support, develop and strengthen writing as needed by revising, editing, and proofreading.	o With guidance and support, develop and strengthen writing as needed by planning and prewriting. o With guidance and support, develop and strengthen writing as needed by revising, editing, and proofreading.	o With guidance and support, develop and strengthen writing as needed by planning and prewriting. o With guidance and support, develop and strengthen writing as needed by revising, editing, and proofreading.
4.W.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 complete a writing task. EL.4-5.S6.I-1: participate in extended conversations and discussions about a variety of topics and texts. EL.4-5.S6.I-2: participate in extended written exchanges about a variety of topics and texts. EL.4-5.S6.I-3: express own ideas clearly using the rules for	o Use technology to produce and publish writing and to collaborate with others. o Publish and present writing.	o Use technology to produce and publish writing and to collaborate with others. o With some guidance and support from adults, use technology 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.	o Use technology to produce and publish writing and to collaborate with others. o Use technology to produce writing as well as interact and collaborate with others. o Use technology to produce and share writing collaboratively.	o Use technology to produce and publish writing and to collaborate with others. o With some guidance and support from adults, use technology, including the Internet, to produce and publish writing.

discussion. EL.4-5.S6.I-4: pose and respond to relevant questions about a variety of topics and texts.				
4.W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. EL.4-5.S7.I-1: gather information from print and digital provided resources to answer a question. EL.4-5.S7.I-2: summarize key ideas and information in detailed and orderly notes, with charts, tables, or other graphics, as appropriate.	o Conduct research to build knowledge about the topic. o Conduct research in order to write informative/ explanatory text. o Conduct short research projects that build knowledge through investigation of a topic.		o Conduct short research projects that build knowledge through investigation of different aspects of a topic.	o Conduct a short research project to build knowledge about a topic.
4.W.8 Recall relevant information for experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources. EL.4-5.S7.I-1: gather information from print and digital provided resources to answer a question EL.4-5.S7.I-2: summarize key ideas and information in detailed and orderly notes, with charts, tables, or other graphics, as appropriate.	o Gather relevant information from digital sources. o Take notes and categorize information. o Provide sources.		o Use technology to produce writing and gather relevant information from digital sources. o Gather relevant information from print or digital sources; take notes and provide sources. o Recall relevant information from experiences.	o Recall relevant information from experiences. o Gather relevant information from print or digital sources, take notes and provide a list of sources.
4.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 4.W.9a Apply grade 4 reading standards to literature. EL.4-5.S7.I-1: gather information from print and digital provided resources to answer a question. EL.4-5.S7.I-2: summarize key ideas and information in detailed and orderly notes, with charts, tables, or other graphics, as appropriate.		o Draw evidence from literary texts to support analysis. o Form and state an opinion based on analyzing the text. o Draw evidence from informational texts to support analysis.	o Draw evidence from literary texts to support analysis, reflection, and research. o Describe a character in depth, drawing from evidence from the text.	o Draw evidence from literary or informational text to support analysis and research.
4.W.9b Apply grade 4 reading standards to informational texts.		o Use evidence from the text in opinion writing.	o Draw evidence from informational texts to support research.	o Draw evidence from literary texts to support analysis and reflection.

			o Draw evidence from informational texts to support analysis and reflection.	
Language Standards				
4.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	o Demonstrate command of the conventions of standard grammar and usage when writing or speaking.	o Demonstrate command of pronouns when writing.	o Use relative pronouns.	o Demonstrate command of the conventions of Standard English grammar and usage. o Use relative pronouns.
4.L.1.a Use reflective pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). EL.4-5.S10.I-4: using personal (subject and object), possessive and indefinite pronouns.	o Use relative pronouns. o Understand and use pronouns correctly. o Understand antecedent-pronoun agreement. o Understand the function of nouns.	o Use relative pronouns correctly.	o Use relative adverbs in writing. o Use relative adverbs. o Use relative pronouns.	o Use relative adverbs (where, when, why). o Use relative pronouns.
4.L.1b Form and use the progressive verb tenses (*I was walking, I am walking, I will be walking*). EL.4-5.S10.I-5 using verbs in the past progressive. EL.4-5.S10.I-7: using grade-appropriate verbs in the future with "going to" and "will". EL.4-5.S10.I-8: applying subject-verb agreement using grade-appropriate nouns and verbs.	o Form and use progressive verb tenses.	o Form and use progressive verb tenses.	o Form and use progressive verb tenses.	o Form and use progressive verb tenses.
4.L.1c Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	o Use modal auxiliaries to convey various conditions. o Use modal auxiliaries. o Understand modal auxiliaries.	o Use modal auxiliaries to convey various conditions. o Use modal auxiliaries. o Understand modal auxiliaries.	o Use modal auxiliaries. o Use modal auxiliaries to convey various conditions.	o Use modal auxiliaries to convey various conditions.
4.L.1d Order adjectives within sentences according to conventional patterns (e.g., *a small red* bag rather than *a red small bag*). EL.4-5.S10.I-9: using a variety of frequently occurring adjectives (i.e., descriptive, possessive, demonstrative).	o Understand and use adjectives.	o Order adjectives within sentences according to conventional patterns.	o Order adjectives within sentences, according to conventional patterns. o Use and order adjectives correctly.	o Order adjectives within sentences according to conventional patterns.

4.L.1e Form and use prepositional phrases. EL.4-5.S10.I-10: using a variety of prepositional phrases (e.g., toward the playground) to provide detail (e.g., time, manner, place, cause).	o Understand prepositional phrases. o Form and use prepositional phrases.	o Form and use prepositional phrases.	o Form and use prepositional phrases.	o Form and use prepositional phrases.
4.L.1f Produce complete sentences recognizing and correcting inappropriate fragments and run-ons. EL.4-5.S10.I-12 using appropriate word order (subject-verb-object) in declarative, imperative, and interrogative sentences.	o Produce complete sentences recognizing inappropriate fragments. o Produce and use complete sentences. o Understand simple sentences. o Construct sentence fragments. o Correct run-on sentences.	o Produce and use complete sentences. o Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	o Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	o Produce complete sentences, recognizing and correcting fragments and run-ons.
4.L.1g Correctly use frequently confused words (e.g., to, too, two, there, their, they're).	o Correctly use frequently confused words.	o Correctly use frequently confused words.	o Correctly use frequently confused words.	
4.L.1h Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. *(Construction of paragraph(s) should demonstrate command of Writing standards 1-3.)*	o Analyze how a writer organizes a paragraph about a topic. o Write and organize one paragraph about a topic.	o Write and organize one or more paragraphs about a topic.	o Write and organize one or more paragraphs about a topic.	o Write and organize one or more paragraphs about a topic.
4.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 4.L.2a Use correct capitalization.	o Use correct capitalization for proper nouns, dates, titles, etc. o Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	o Use correct capitalization for proper nouns, dates, titles, etc. o Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	o Use correct capitalization for proper nouns, dates, titles, etc. o Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	o Use correct capitalization for proper nouns, dates, titles, etc. o Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
4.L.2b Use commas and quotation marks to mark direct speech and quotations from a text.	o Use commas and punctuation marks to mark direct speech and quotations. o Use commas and quotation marks to punctuate dialogue.	o Use commas and quotation marks to mark direct speech. o Develop a topic with quotations. o Use quotation marks to mark quotations from a text. o Correctly punctuate dialogue. o Correctly punctuate direct quotations.	o Use commas and quotation marks to mark direct speech and quotations from a text.	o Use commas and quotation marks to mark direct speech.

4.L.2c Use a comma before a coordinating conjunction in a compound sentence.		o Understand how to form compound sentences. o Correctly punctuate compound sentences. o Use a comma before a coordinating conjunction in a compound sentence.	o Use a comma before a coordinating conjunction in a compound sentence. o Form and use compound sentences.	o Use a comma before a coordinating conjunction in a compound sentence. o Form and use compound sentences.
4.L.2d Spell grade-appropriate words correctly, consulting references as needed.		o Spell grade-appropriate words correctly when writing.	o Spell grade-appropriate words correctly, consulting references as needed.	o Spell grade-appropriate words correctly, consulting references as needed.
4.L.3 Use knowledge of language and its conventions when writing, speaking, or listening. 4.L.3a Choose words and phrases to convey words precisely.		o Choose words and phrases to convey ideas precisely.		
4.L.3b Choose punctuation for effect.	o Choose punctuation for effect.	o Choose punctuation for effect.	o Choose punctuation for effect.	o Choose punctuation for effect.
4.L.3c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g. small-group discussion). EL.4-5.S3.I-5: use precise language and domain-specific vocabulary to inform about or explain the topic.	o Differentiate among language choices across texts. o Examine the use of language across texts.			
4.L.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. 4.L.4a Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of words (e.g., telegraph, photographs, autograph). EL.4-5.S2.I-1: determine the meaning of less- frequently occurring words and phrases and content specific words. EL.4-5.S2.I-2: determine the meaning of idiomatic expressions and figurative language (e.g.,	o Identify the meanings of common Greek and Latin affixes including -er, -or, -ist, -ive, -ness, -un, -in. o Identify the base words in words with Greek and Latin affixes. o Use knowledge of the meaning of Greek and Latin affixes to determine word meanings in isolation. o Use knowledge of the meanings of Greek and Latin affixes to determine word meanings in text.	o Use Greek and Latin roots as clues to the meaning of a word. o Determine the meaning of words with Latin prefixes dis-, re-, non-. o Decode and read words with Greek roots. o Determine the meaning of words with the Latin roots: struct, scrib, scrip.	o Decode and read words with the suffix –ion. o Read and decode words with Latin roots gener, port. o Read and decode words with Latin roots dur, ject.	o Decode and read words with the suffix –ion. o Read and decode words with Latin roots gener, port. o Read and decode words with Latin roots dur, ject.

metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events. EL.4-5.S2.I-3: apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.				
4.L.4b Use\s context (e.g.. definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. EL.4-5.S2.I-3: apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.	o Identify the smaller words that make up compound words. o Read and determine the meaning of compound words using their smaller words o Decode and read compound words. o Use context as a clue to determine the meaning of words. o Use context as a clue to determine the meaning of words and phrases.	o Use context to determine the meaning of unknown words and phrases. o Determine the meaning of words as they are used in the text. o Form and use positive, comparative, and superlative adjectives. o Read and determine the meanings of compound words.	o Use context as a clue to the meaning of a word or phrase. o Identify words that have multiple meanings. o Use context clues to determine the meaning of multiple-meaning words.	o Use context clues to help determine the meaning of a homograph. o Use context as a clue to determine the meaning of a word. o Determine or clarify the meaning of words and phrases, choosing flexibly from a range of strategies.
4.L.4c 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. EL.4-5.S2.I-3: apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.	o Use context clues (e.g., synonym, antonym) to infer word meanings. o Use print and digital dictionaries and thesauri to verify the meaning of words, after context clue usage. o Explore origins of English words by looking up word origins in the dictionary. o Decode and read English words from other languages.	o Consult dictionaries to determine or clarify definitions and spelling. o Consult reference materials to clarify the precise meaning of key words. o Read and determine the meanings of unknown words.	o Consult glossaries to determine or clarify the meaning of key words.	o Use context clues to help determine the meaning of a homograph. o Determine or clarify the meaning of unknown words.
4.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 4.L.5a Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context. EL.4-5.S2.I-1: determine the meaning of less- frequently		o Identify the base words in related words. o Determine meanings of related words with the same base word and different affixes. o Decode and read related words. o Explain the meaning of similes. o Explain the meanings of metaphors.	o Identify and explain the meaning of simple similes and metaphors in context. o Determine the significance of words and phrases used in dialogue.	o Decode and read related words. o Explain the meaning of similes and metaphors in context. o Determine the significance of words and phrases used in dialogue. o Demonstrate understanding of figurative language.

occurring words and phrases and content specific words. EL.4-5.S2.I-2: determine the meaning of idiomatic expressions and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events. EL.4-5.S2.I-3: apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.		o Analyze figurative language.		
4.L.5b Recognize and explain the meaning of common idioms, adages, and proverbs. EL.4-5.S2.I-2: determine the meaning of idiomatic expressions and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events.		o Recognize and explain the meaning of common idioms, adages, and proverbs.	o Demonstrate understanding of figurative language and nuances in word meanings.	o Demonstrate understanding of figurative language and nuances in word meanings.
4.L.5c Demonstrate understanding of words by relating them to their synonyms and antonyms.	o Identify words that are synonyms or antonyms. o Understand words by relating them to their synonyms and antonyms. o Decode and read words that are synonyms and antonyms.	o Demonstrate understanding of synonyms.	o Identify words that are synonyms or antonyms. o Understand words by relating them to their synonyms and antonyms.	o Demonstrate understanding of words by relating them to antonyms and synonyms.
4.L.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). EL.4-5.S4.I-3: use grade-appropriate general academic and domain-specific words and phrases, including those that	o Acquire, understand, and use general and academic domain-specific words. o Determine the meaning of academic and domain-specific words in a text.	o Acquire and use domain-specific words that are basic to a particular topic. o Determine the meaning of words and phrases as they are used in a text. o Define and use academic and domain-specific words.	o Determine the meaning of general academic and domain-specific words in a text and use the words accurately. o Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.	o Determine the meaning of general academic words in a text and use the words accurately.

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). EL.4-5.S5.I-1: increasingly adapt language choices and style (includes register) according to purpose, task, and audience. EL.4-5.S5.I-2: use a variety of general academic and content-specific words and phrases.				
Speaking and Listening Standards				
4.SL.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. 4.SL.1a 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. EL.4-5.S6.I-1: participate in extended conversations and discussions about a variety of topics and texts. EL.4-5.S6.I-5: paraphrase the key ideas expressed in collaborative oral and written discussions.	o Engage effectively in a one-on-one discussion. o Engage effectively in a range of collaborative discussions building on others' ideas and expressing their own clearly. o Use text-based vocabulary in a discussion. o Engage in discussion and express ideas clearly. o Draw upon information about a topic to aid in discussion. o Engage in a range of collaborative discussions with diverse partners. o Use domain-specific words in discussion.	o Explicitly draw on preparation to explore ideas under discussion. o Engage effectively in collaborative discussions. o Engage effectively in a range of collaborative discussions. o Engage effectively in a collaborative discussion with diverse partners.	o Engage effectively in collaborative discussions. o Make comments that contribute to the discussion and link to the remarks of others. o Pose specific questions to clarify information. o Explain their own ideas and understanding in light of the discussion. o Respond to specific questions and make comments that contribute to the discussion. o Explicitly draw on preparation to explore ideas under discussion. o Follow agreed-upon rules for discussions. o Examine their own understanding in light of the discussion.	o Engage effectively in collaborative discussions, building on other's ideas. o Draw on preparation to explore ideas under discussion.
4.SL.1b Follow agreed-upon rules for discussions and carry out assigned roles. EL.4-5.S6.I-3: express own	o Create agreed-upon rules for discussion.	o Follow agreed-upon rules for discussion and carry out assigned roles.	o Follow agreed-upon rules for discussion and carry out assigned roles.	o Follow agreed-upon rules for discussion and carry out assigned roles.

ideas using the rules for discussion.	o Follow agreed-upon rules for discussion and carry out assigned roles.			
4.SL.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. EL.4-5.S6.I-4: pose and respond to questions about a variety of topics and texts.	o Make comments that contribute to the discussion. o Pose and respond to specific questions to clarify or follow up on information.	o Make comments that contribute to the discussion and link to the remarks of others. o Pose and respond to specific questions that contribute to the discussion and clarify information.	o Make comments that contribute to the discussion and link to the remarks of others. o Pose and respond to specific questions that contribute to the discussion and clarify information.	o Make comments that contribute to the discussion and link to the remarks of others. o Pose and respond to specific questions that contribute to the discussion and clarify information.
4.SL.1d Review the key ideas expressed and explain their own ideas and understanding based on the discussion. EL.4-5.S6.I-3: express own ideas using the rules for discussion. EL.4-5.S6.I-5: paraphrase the key ideas expressed in collaborative oral and written discussions.	o Explain ideas and understandings in a discussion. o Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	o Review key ideas and explain their own ideas in the discussion. o Have students explain their own understanding of the topic.	o Review the key ideas expressed. o Explain own understanding in light of the discussion.	o Review the key ideas expressed. o Explain own understanding in light of the discussion.
4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. EL.4-5.S6.I-5: paraphrase the key ideas expressed in collaborative oral and written discussions.		o Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. o Answer questions about explicit information in an audio or visual stimulus.	o Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. o Answer questions about explicit information in an audio or visual stimulus.	
4.SL.3 Identify the reasons and evidence a speaker provides to support particular points. EL.4-5.S8.I-1: explain how an author or speaker uses reasons and evidence to support or fail to support specific points. EL.4-5.S8.I-2: determine and explain the author's purpose for their piece of writing (e.g., to entertain, to inform, to persuade).		o Identify the reasons and evidence a speaker provides to support particular points.	o Identify reasons and evidence a speaker provides to support particular points.	o Identify the reasons and evidence a speaker provides to support particular points.
4.SL.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	o Report on a topic or text using appropriate facts and details to support main ideas. o Report on a topic.	o Tell a story in an organized manner. o Speak clearly at an understandable pace.	o Report on a topic or text, using appropriate facts and relevant descriptive details to support main ideas.	o Report on a topic or text using appropriate facts and relevant, descriptive details to support main ideas or themes.

to support main ideas or themes; speak clearly at an understandable pace. EL.4-5.S3.I-1: deliver oral presentations that include details and examples to develop a topic. EL.4-5.S3.I-5: use precise language and domain-specific vocabulary to inform about or explain the topic. EL.4-5.S7.I-1: gather information from print and digital provided resources to answer questions. EL.4-5.S7.I-2: summarize key ideas and information in detailed and orderly notes, with charts, tables, or other graphics, as appropriate. EL.4-5.S9.I-1: Apply understanding of how text types are organized in complex texts (e.g. how a story is organized sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons). EL.4-5.S9.I-2 Apply increasing understanding of how ideas, events, or reasons are linked throughout a text by using grade-appropriate linking words and temporal words when writing and speaking.			o Speak clearly at an understandable pace.	o Speak clearly at an understandable pace.
4.SL.5 Add audio recording and visual displays to presentation when appropriate to enhance the development of main ideas and themes.	o Add visual displays to presentations when appropriate.	o Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	o Add audio recording and visual displays to presentations when appropriate to enhance the development of main ideas.	o Add visual displays to presentations when appropriate to enhance the development of main ideas or themes.
4.SL.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 tasks and situation.	o Determine when to use formal language to make sure ideas are understood.	o Determine when to use formal language to make sure ideas are understood.	o Determine when to use formal language to make sure ideas are understood.	o Determine when to use formal language to make sure ideas are understood.

EL.4-5:S5.I-1: adapt language choices and style (includes register) according to purpose, task, and audience. EL.4-5.S5.I-2: use a variety of general academic and content-specific words and phrases. EL.4-5.S9.I-1: Apply understanding of how text types are organized in complex texts (e.g. how a story is organized sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons). EL.4-5.S9.I-2 Apply increasing understanding of how ideas, events, or reasons are linked throughout a text by using grade-appropriate linking words and temporal words when writing and speaking.				

Quarter Taught				**Essential Standards**
1	2	3	4	Reading Literature:
X	X	X	X	4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
X	X	X	X	4.RL.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).
				Reading Informational Text:
X	X	X	X	4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
X	X	X	X	4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
X	X	X	X	4.RI.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.
X	X	X	X	4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text.
X	X	X	X	4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
				Writing:
	X	X	X	4.W.1 Write opinion pieces on topics supporting a point of view with reasons and information.
	X	X	X	4.W.1a 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.
	X	X	X	4.W.1b Provide reasons that are supported by facts and details.
	X	X	X	4.W.1c Link opinions and reasons using words and phrases (e.g. for instance, in order to, in addition).
	X	X	X	4.W.1d Provide a concluding statement or section related to the opinion presented.

Quarter Taught				**Supporting Standards**
1	2	3	4	Reading Literature:
X	X	X	X	4.RL.1Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
X	X	X	X	4.RL.4 Determine the meaning of words, phrases, and figurative language found in stories, poetry, myths, and traditional literature from different cultures, including those that allude to significant characters.
	X	X	X	4.RL.5 Explain the overall structure and major differences between poetry, drama, and prose.
X	X	X	X	4.RL.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
		X	X	4.RL.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.
X	X	X	X	4.RL.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 or hero journey) in stories, myths, and traditional literature from different cultures.
X	X	X	X	4.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.
				Reading Informational Text:
X	X	X		4.RI.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to grade 4 topic or subject area.
X	X	X		4.RI.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.
	X	X		4.RI.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
X	X	X		4.RI.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.
X	X	X	X	4.RI.10 By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.
				Reading Foundations:
X	X	X	X	4.RF.3 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. 4.RF.3a Use combined knowledge of all letter-sound correspondences to read unfamiliar multisyllabic words accurately.
X	X	X	X	4.RF.3b Apply knowledge of the six syllable patterns to read grade-level words accurately.
X	X	X	X	4.RF.3c Use combined knowledge of morphology (e.g., roots and affixes) to read grade-level words accurately.
X	X	X	X	4.RF.4 Read with sufficient accuracy and fluency to support comprehension.
X	X	X	X	4.RF.4a Read on-level text with purpose and understanding.
X	X	X	X	4.RF.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
X		X		4.RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
				Writing Foundations:
X	X	X	X	4.WF.4 Demonstrate and apply handwriting skills. 4.WF.4a Read and write cursive letters, upper and lower case.
X	X	X	X	4.WF.4b Transcribe ideas legibly and fluently with appropriate spacing and indentation.
				Writing:
X		X		4.W.2 Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
X		X		4.W.2a 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.
X	X	X		4.W.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

X	X	X	X	4.W.2c Link ideas within categories of information using words and phrases (e.g. another, for example, also, because).
X	X	X		4.W.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
X	X	X		4.W.2e Provide a concluding statement or section related to the information or explanation presented.
	X		X	4.W.3 Write personal narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
X	X		X	4.W.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
	X		X	4.W.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.
	X		X	4.W.3c Use a variety of transitional words and phrases to manage the sequence of events.
X	X	X	X	4.W.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.
	X		X	4.W.3e Provide a conclusion that follows from the narrated experiences or events.
X	X	X	X	4.W.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.)
X	X	X	X	4.W.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).
X	X	X	X	4.W.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 complete a writing task.
X		X	X	4.W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
X		X	X	4.W.8 Recall relevant information for experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.
	X	X	X	4.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
	X	X	X	4.W.9a Apply grade 4 reading standards to literature.
	X	X	X	4.W.9b Apply grade 4 reading standards to informational texts.
X	X	X	X	4.W.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.
				Language:
X	X	X	X	4.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
X	X	X	X	4.L.1a Use reflective pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
X	X	X	X	4.L.1.b Form and use the progressive verb tenses (I was walking, I am walking, I will be walking).
X	X	X	X	4.L.1c Use modal auxiliaries (e.g. can, may, must) to convey various conditions.
X	X	X	X	4.L.1d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
X	X	X	X	4.L.1e Form and use prepositional phrases.
X	X	X	X	4.L.1f Produce complete sentences recognizing and correcting inappropriate fragments and run-ons.
X	X	X		4.L.1g Correctly use frequently confused words (e.g., to, too, two; there, their).
X	X	X	X	4.L.1h Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.)
X	X	X	X	4.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
X	X	X	X	4.L.2a Use correct capitalization.
X	X	X	X	4.L.2b Use commas and quotation marks to mark direct speech and quotations from a text.
	X	X	X	4.L.2c Use a comma before a coordinating conjunction in a compound sentence.
	X	X	X	4.L.2d Spell grade-appropriate words correctly, consulting references as needed.
	X			4.L.3 Use knowledge of language and its conventions when writing, speaking, or listening.
	X			4.L.3a Choose words and phrases to convey words precisely.

X	X	X	X	4.L.3b Choose punctuation for effect.
X				4.L.3c Differentiate between contexts that call for formal English (e.g. presenting ideas) and situations where informal discourse is appropriate (e.g. small group discussions).
X	X	X	X	4.L.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.
X	X	X	X	4.L.4a Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of word (e.g., telegraph, photographs, autograph)
X	X	X	X	4.L.4b Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
X	X	X	X	4.L.4c 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.
	X	X	X	4.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	X	X	X	4.L.5a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
	X	X	X	4.L.5b Recognize and explain the meaning of common idioms, adages, and proverbs.
X	X	X	X	4.L.5c Demonstrate understanding of words by relating them to their synonyms and antonyms.
X	X	X	X	4.L.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).
				Speaking and Listening:
X	X	X	X	4.SL.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.
X	X	X	X	4.SL.1a 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.
X	X	X	X	4.SL.1b Follow agreed-upon rules for discussions and carry out assigned roles.
X	X	X	X	4.SL.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
X	X	X	X	4.SL.1d Review the key ideas expressed and explain their own ideas and understanding based on the discussion.
	X	X		4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
	X	X	X	4.SL.3 Identify the reasons and evidence a speaker provides to support particular points.
X	X	X	X	4.SL.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.
X	X	X	X	4.SL.5 Add audio recording and visual displays to presentation when appropriate to enhance the development of main ideas and themes.
X	X	X	X	4.SL.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 tasks and situation.

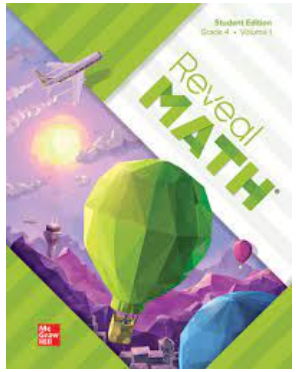
Glendale Elementary School District

23-24 MATH PACING GUIDE

4th Grade

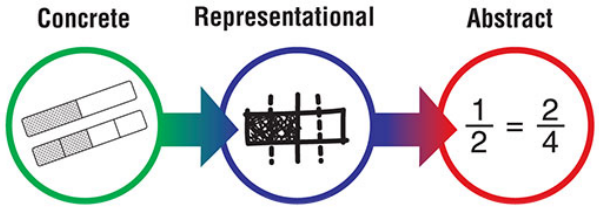
By the end of fourth grade, students will be able to...

- **Extend understanding of place value to multi-digit numbers and fluently add and subtract multi-digit numbers.**
  - Students generalize their understanding of place value through 1,000,000, and the relative size of numbers in each place. They use their understanding of properties of operations to perform multi-digit arithmetic with multi-digit whole numbers less than or equal to 1,000,000. They round multi-digit numbers and fluently add and subtract multi-digit whole numbers within 1,000,000.
- **Develop competency with multi-digit multiplication, and develop understanding of dividing to find quotients involving multi-digit dividends.**
  - Students apply their understanding of models for multiplication, place value, and properties of operations, in particular the Distributive Property, to compute products of multi-digit whole numbers. They develop fluency with efficient strategies for multiplying multi-digit whole numbers through 1,000,000; understand and explain why the strategies work; and use them to solve problems (Table 2). Students apply their understanding of models for division, place value, properties of operations, and the relationship of division to multiplication to find quotients involving multi-digit dividends.
- **Develop understanding of fraction equivalence, addition, and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers.**
  - Students develop understanding of fraction equivalence and operations with fractions. They recognize that two different fractions can be equal (e.g., 15/9 = 5/3), and they develop methods for generating and recognizing equivalent fractions. Students extend previous understandings about how fractions are built from unit fractions, composing fractions from unit fractions, decomposing fractions into unit fractions, and using the meaning of fractions and the meaning of multiplication to multiply a fraction by a whole number.



The GESD Pacing Guides were created by a panel of Teachers and Achievement Advisors with the additional input and guidance from Principals and Assistant Principals. The GESD Pacing Guides are revised yearly through feedback and committee work. Thank you for all input and support.

Scope and Sequence Quick Links



- Table 2: Common Multiplication and Division Problem Types/Situations. 1
- Comprehensive Mathematics Block (90 minutes)
- Year and Quarter Overview
-

Collaborative Team Planning Support Links

Curriculum/Standard Resources	Assessment Resources	Teacher Knowledge	Additional Supports:
Reveal Math Online (Login on HelloID SS Page)	Benchmark Blueprints	Pocket PD: By GESD for GESD	Virtual Manipulatives
Math Flip Book	Galileo Supports Log into Galileo and click on GESD Support Materials	Learning Cycle PDF	Virtual/Technology Tools
Van De Walle Supports	ADE Item Specifications, Test Blueprints	Number Talks	Curriculum and Instruction Support Website
Arizona Department of Education Math Website		Mathematical Practices: Explained by Grade Level	Do the Math Supports

Arizona Mathematics Standards (adopted December 2016)

What the Arizona Mathematics Standards Are

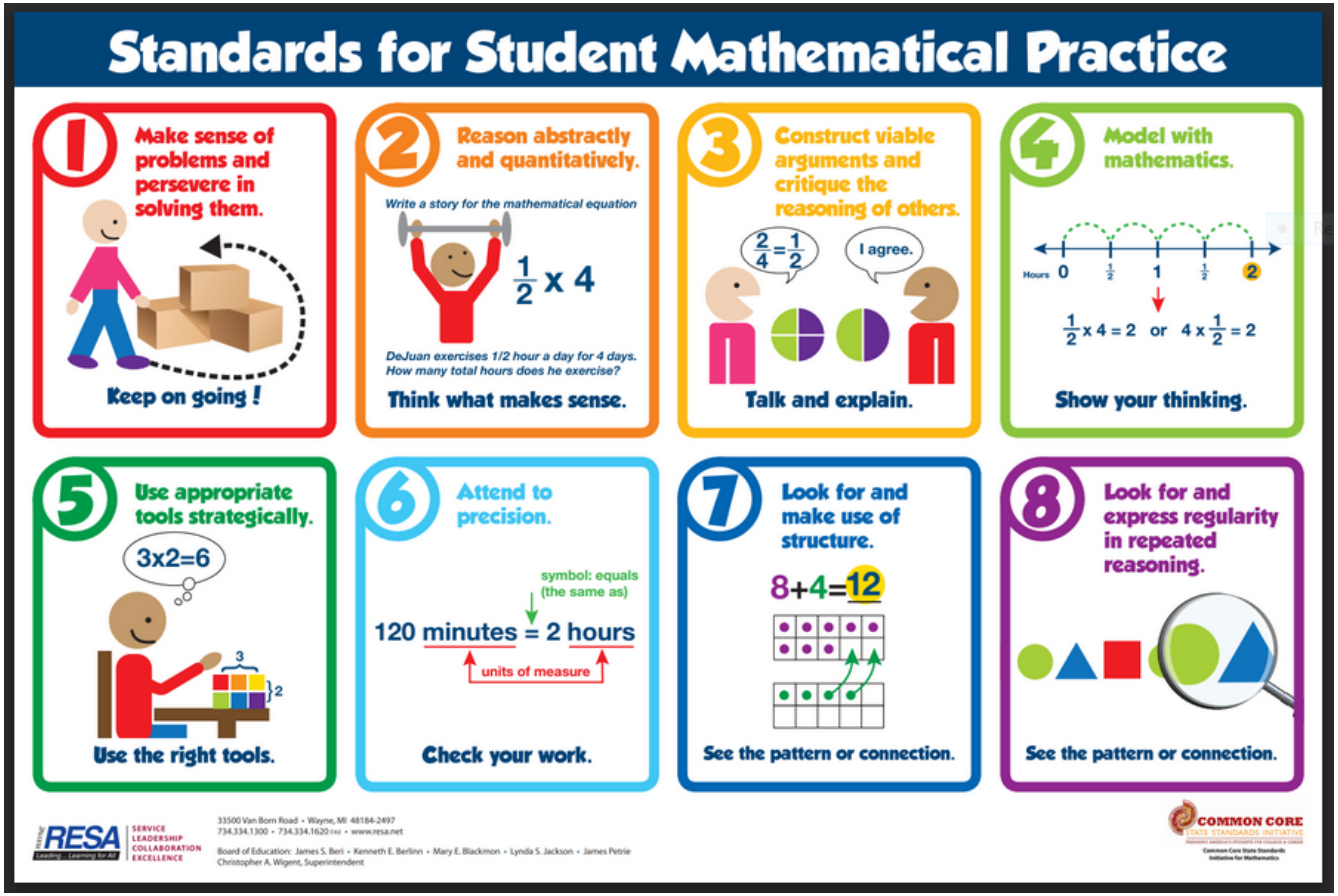
The Arizona Mathematics Standards define the knowledge, understanding, and skills that need to be taught and learned so all students are ready to succeed in credit-bearing, college-entry courses and/or in the workplace. The Arizona Mathematics Standards are the foundation to guide the construction and evaluation of mathematics programs in Arizona K-12 schools and the broader Arizona community.

- Focused in coherent progressions across grades K-12
- Aligned with college and workforce expectations
- Inclusive of rigorous content and applications of knowledge through higher-order thinking
- Research- and evidence-based

Understanding in Mathematics

When a student understands a mathematical concept, they move fluidly between the concrete and abstract. There is evidence they are able to make sense of and justify mathematical connections. Evidence of understanding includes connections among:

- Verbal or written reasoning
- Pictorial representations
- Real-world application
- Procedures/Computation



Comprehensive Mathematics Block (90 minutes)

Students are developing fluency in representation, connections, reasoning & proof, problem solving, and communication of mathematics.
Math Attitude is developed and reinforced in every lesson, ensuring that students make sense of mathematics and persevere.

		Teacher Actions	Student Actions	Resources Utilized
FLUENCY (15 minutes) *Purpose: Students increase flexibility, efficiency, and accuracy in computation and procedures. Conceptual understanding and strategies are the foundations on which fluency is built.*		• Model mental math strategies • Think aloud math strategies • Question using a variety of DOK levels • Explicitly teach appropriate mathematical strategies and formulas • Provide feedback on progress	• Utilize mental math strategies • Write out strategies to show procedural knowledge • Answer a variety of DOK 1-4 questions • Share mathematical strategies and thinking • Use feedback to set goals for improvement	• Number Talks • Reveal Math • Socratic Seminar • Turnaround Problem (answer given, students come up with question)
WHOLE GROUP INSTRUCTION (25 minutes)	**Conceptual Understanding** *Purpose: Students develop mathematical understanding (Instructional Continuum).* OR	• Explicitly teach academic vocabulary • Explicitly model the thinking and strategy used • Guide students through practicing the use of the strategy and offer specific feedback • Guide students through independent practice with appropriate tools • Ask a variety of DOK 1-4 questions throughout instruction • Intentional spiral review implementing previous skills learned	• Use strategies to learn the academic vocabulary and use it in discussions • Utilize the appropriate strategy to solve the problem • Use feedback to redirect actions as needed • Practice the strategies and skills using the appropriate tools • Answer a variety of DOK 1-4 questions • Utilize strategies to check for reasonableness of solution (i.e. UPS-Check)	• Reveal Math • Mathematical Practice standards (as appropriate for lesson)
	Problem Solving *Purpose: Students utilize mathematical knowledge to solve real-life problems and investigate mathematics.*	• Pose problem/situation • Scaffold independent practice with think-alouds • Label strategies used • Intentional spiral review implementing previous skills learned	• Read and understand the problem/situation • Utilize knowledge of appropriate strategies and skills to determine next steps • Label strategies used • Utilize strategies to check for reasonableness of solution (i.e. UPS-Check)	• Reveal Math • Van de Walle
SMALL GROUP INSTRUCTION (40 minutes) *Purpose: Students practice mathematical skills, concepts and/or strategies with strategic support or with enrichment.*		• Identify skill gaps of students using ongoing assessments • Prompt and reinforce mathematical behaviors • Model math strategies and the flexibility to choose between strategies • Create groups by Skill, Concept, or Strategy	• Practice foundational math skills • Monitor comprehension and select strategies to increase understanding • Extend grade level understanding and link to upcoming standards	• Reveal Math • Kathy Richardson • Van de Walle • Do the Math • Do the Math Now
COGNITIVE CLOSURE (10 minutes) *Purpose: Students cognitively process learning in order to focus on what was learned, whether it made sense, and if it had meaning.*		• Summarize and synthesize the learning process and skills obtained • Connect the concepts, skills, or strategies to a real world application • Connect the concepts, skills, or strategies to other learning through transfer • Give an End-of-Lesson Assessment (i.e. Exit Ticket, Journal-Writing, etc.)	• Summarize and synthesize the learning process and skills obtained • Reflect on the learning process and connect the learning to a real world application • Complete an End-of-Lesson Assessment	• Exit tickets • Math Journals • Common Formative Assessments

Year-at-a-Glance

Mathematical Practices – To be embedded into every lesson

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Key:
➠ **Grade-Level Guaranteed Standards**
Essential Standards
Supporting Standards
Linked to ADE Item Specs

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit 1: Math is… **Unit 2: Generalize Place Value Structure** 4.NBT.A.1 4.NBT.A.2 4.NBT.A.3 **Unit 3: Addition & Subtraction Strategies & Algorithms** **4.OA.A.3** 4.OA.C.6 4.NBT.A.3 ➠ **4.NBT.B.4** **Unit 4: Multiplication as Comparison** 4.OA.A.1 4.OA.A.2 **Unit: 5: Numbers and Number Patterns** **4.OA.B.4** 4.OA.C.5	**Unit 6: Multiplication Strategies with Multi-Digit Numbers** **4.OA.A.3** 4.NBT.A.2 4.NBT.A.3 ➠ **4.NBT.B.5** Embed:4.MD.A.3 (area & perimeter) **Unit 7: Division Strategies with Multi-Digit Dividends & 1-Digit Divisors** 4.OA.A.2 **4.OA.A.3** 4.NBT.A.3 ➠ **4.NBT.B.6** Embed: 4.OA.C.6, ➠ **4.NBT.B.4** **Unit 8: Fraction Equivalence** 4.NF.A.1 ➠ **4.NF.A.2** 4.OA.C.5	**Unit 9: Addition & Subtraction Meanings and Strategies with Fractions** ➠ **4.NF.B.3 a, b, c ,d** **Unit 10: Addition & Subtraction Strategies with Mixed Numbers** ➠ **4.NF.B.3 a, b, c ,d** **Unit 11: Multiply Fractions by Whole Numbers** 4.NF.B.4 **Unit 12: Decimal Fractions** **4.NF.C.5** **4.NF.C.6** ➠ **4.NF.C.7** Embed: **4.MD.A.2 (Metric System)**	**Unit 13: Units of Measurement & Data** 4.MD.A.1 4.MD.A.3 4.MD.B.4 Embed: **4.MD.A.2, 4.OA.A.3** **Unit 14: Geometric Figures** 4.MD.C.5 4.MD.C.6 4.MD.C.7 **4.G.A.1** 4.G.A.2 4.G.A.3
Spiral Review: ➠3.OA.A.2 ➠3.NBT.A.2	**Spiral Review:** **4.OA.B.4** ➠ **4.NBT.B.4 (Adding/Subtracting)**	**Spiral Review:** ➠ **4.NBT.B.4** ➠**4.NBT.B.5** ➠ **4.NF.A.2**	**Spiral Review:** ➠ **4.NF.B.3 a, b, c ,d** ➠ **4.NF.C.7**

Quarter 1 Unit 1: Math is… What does it mean to do math?
Choose activities to support your mathematicians to create goals and a growth mindset for the school year.

Quarter 1 Unit 2: Generalize Place Value Structure How can I use place value to work with multi-digit numbers?		
ARIZONA STANDARDS AND TASK DEMANDS - Click on the link to see the content limits, context, common assessment format, and performance descriptors.		
4.NBT.A.1 Apply concepts of place value, multiplication, and division to understand that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.	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.	4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.
★ Identify the power of 10 by which one number is greater than another, when presented with a multiplication problem ★ Compare the value of a digit in different place values of two given numbers and identify the power of 10 by which one is greater	★ Write a number with a given name in numeric form ★ Identify the name of a given number ★ Write a number given in expanded form in numeric form or vice versa ★ Compare two whole numbers in numeric form ★ Order more than two whole numbers in numeric form	★ Identify the value of a given number rounded to the nearest place value ★ Identify the numbers that round to a given value ★ Identify what place value a number was rounded to ★ Interpret and distinguish between different rounding procedures used in rounding to a number in order to create a number that fits certain parameters
Q1 Spiral Review: ➠**3.OA.A.2 Interpret whole number quotients of whole numbers (e.g., interpret 56 ÷ 8 as the number of objects in each group when 56 objects are partitioned equally into 8 groups, or as a number of groups when 56 objects are partitioned into equal groups of 8 objects each). *See Table 2.* ★ ➠3.NBT.A.2 Fluently add and subtract within 1000 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.** *Note: Students do not learn the standard algorithm for addition or subtraction until 4th Grade.*		
GESD PROVIDED RESOURCES: Reveal Math 2-1 2-2 2-3 2-4 ★ Flipbook: Pg. 19-22		
MANIPULATIVES: base-ten blocks, *Place-Value Chart to Millions* Teaching Resources, index cards, *Place-Value Chart with Periods* Teaching Resource, *Number Cards 0-10* Teaching Resources, number cubes, *Activity Cards* Teaching Resource, and *Blank Number Lines* Teaching Resource		

Quarter 1 Unit 3: Addition & Subtraction Strategies & Algorithms

How can I add and subtract with strategies and algorithms?

ARIZONA STANDARDS AND TASK DEMANDS - Click on the link to see the content limits, context, common assessment format, and performance descriptors.

4.OA.A.3 (embed 4.OA.C.6) **Solve multistep word problems using the four* operations, including problems in which remainders must be interpreted. Understand how the remainder is a fraction of the divisor. Represent these problems using equations with a letter standing for the unknown quantity.** *Can use division (fact families) to solve multiplicative comparison problems.	4.OA.C.6 (continue to embed within all standards) When solving problems, assess the reasonableness of answers using mental computation and estimation strategies including rounding.	4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.	➡**4.NBT.B.4** **Fluently add and subtract multi-digit whole numbers using the standard algorithm.**
★ Explain the reasonableness of a solution in words ★ Reason through a word problem to find an unknown value	★ Determine the best estimation strategy given the context of a situation ★ Determine whether an answer is appropriate in a given context ★ Recognize when an estimation strategy is or is not appropriate ★ Use estimation strategies to solve a problem	★ Identify the value of a given number rounded to the nearest place value ★ Identify the numbers that round to a given value ★ Identify what place value a number was rounded to ★ Interpret and distinguish between different rounding procedures used in rounding to a number in order to create a number that fits certain parameters	★ Calculate the sum or difference of two or more numbers (numbers less than or equal to 1,000,000 using the standard algorithm) ★ Identify a missing digit in an addition or subtraction problem

Q1 Spiral Review: ➡**3.OA.A.2** **Interpret whole number quotients of whole numbers (e.g., interpret 56 ÷ 8 as the number of objects in each group when 56 objects are partitioned equally into 8 groups, or as a number of groups when 56 objects are partitioned into equal groups of 8 objects each).** ***See Table 2.*** ★ ➡**3.NBT.A.2** (embed 3.NBT.A.1) **Fluently add and subtract within 1000 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.** *Note: Students do not learn the standard algorithm for addition or subtraction until 4th Grade.*

GESD PROVIDED RESOURCES: Reveal Math 3-1 3-2 3-3 3-4 3-5 3-6 3-7 3-8 3-9 ★ Flipbook: Pg. 22, Pg. 9, Pg. 24 ★ Supplement with *Teaching Student-Centered Mathematics Van de Walle, Pgs. 116-122, 182-193, 307-329*

MANIPULATIVES: number cubes, *Show and Explain Your Strategies* Teaching Resources, base-ten blocks, *Place-Value Chart to Millions* Teaching Resources, spinner (0-9), *Place-Value Chart* Teaching Resources, *Open Number Line* Teaching Resource, *Bar diagram* Teaching Resources, and index cards

Quarter 1 Unit 4: Multiplication as Comparison How can I compare using multiplication?	
ARIZONA STANDARDS AND TASK DEMANDS - Click on the link to see the content limits, context, common assessment format, and performance descriptors.	
4.OA.A.1 Represent verbal statements of multiplicative comparisons as multiplication equations. Interpret a multiplication equation as a comparison (e.g., 35 is the number of objects in 5 groups, each containing 7 objects, and is also the number of objects in 7 groups, each containing 5 objects).	4.OA.A.2 Multiply or divide within 1000 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). *See Table 2.* *Note: students do not use the standard algorithm for multiplication until 5th Grade. Students do not use the standard algorithm for division until 6th Grade.*
★ Create an equation that models the multiplication and verbal statement's context ★ Select a multiplicative comparison that describes the equation or vice versa	★ Given a situation involving multiplicative comparison, create a multiplication or division equation (with an unknown value) to represent the situation ★ Given a situation involving multiplicative comparison, solve a multiplication or division word problem
Q1 Spiral Review: ➠**3.OA.A.2** **Interpret whole number quotients of whole numbers (e.g., interpret 56 ÷ 8 as the number of objects in each group when 56 objects are partitioned equally into 8 groups, or as a number of groups when 56 objects are partitioned into equal groups of 8 objects each).** ***See Table 2.*** ★ ➠**3.NBT.A.2** (embed 3.NBT.A.1) **Fluently add and subtract within 1000 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.** *Note: Students do not learn the standard algorithm for addition or subtraction until 4th Grade.*	
GESD PROVIDED RESOURCES: Reveal Math 4-1 4-2 4-3 4-4 ★ Flipbook: Pg. 7, Pg. 22	
MANIPULATIVES: connecting cubes, counters, *Number Cards 0-10* Teaching Resource, number cubes, base-ten blocks, counters in two colors, and index cards	

Quarter 1 Unit 5: Numbers and Number Patterns

How can I use patterns to describe the relationships between numbers?

ARIZONA STANDARDS AND TASK DEMANDS - Click on the link to see the content limits, context, common assessment format, and performance descriptors.

4.OA.B.4 **Find all factor pairs for a whole number in the range 1 to 100 and understand that a whole number is a multiple of each of its factors.**	**4.OA.C.5** Generate a number pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself and explain the pattern informally (e.g., 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).
★ Identify factors or multiples of a given number (1-100) ★ Identify a number (or numbers) given a set of conditions (related to factors) that meets those criteria ★ Students will be required to classify numbers as prime and composite ★ Apply the concepts of prime numbers, composite numbers, and factors in problem-solving contexts	★ Generate a number or shape pattern that follows a given rule ★ Identify apparent features (such as the pattern of odd and even numbers, all numbers are even, all numbers are odd, etc.) of the pattern

Q1 Spiral Review: ➡**3.OA.A.2** **Interpret whole number quotients of whole numbers (e.g., interpret 56 ÷ 8 as the number of objects in each group when 56 objects are partitioned equally into 8 groups, or as a number of groups when 56 objects are partitioned into equal groups of 8 objects each).** ***See Table 2.*** ★ ➡**3.NBT.A.2** (embed 3.NBT.A.1)
Fluently add and subtract within 1000 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. *Note: Students do not learn the standard algorithm for addition or subtraction until 4th Grade.*

GESD PROVIDED RESOURCES: Reveal Math 5-1 5-2 5-3 5-4 5-5 5-6 ★ Flipbook: Pg. 12, 15 ★ Supplement with *Strategies for Success: Math Problem-Solving Unit 1: Problem solving place value, addition, and subtraction, *Lesson 4, Pg. 26, Unit 2: Problem solving using multiplication and division *Lessons 7, Pg. 42,Unit 4: Problem-solving using Geometry. Lesson 13, Pg. 74* *Teaching Student-Centered Mathematics* Van de Walle Pgs. 331-338

MANIPULATIVES: paper clips, color tiles, index cards, inflatable ball with numbers between 1 and 100 written on it, counters, grid paper, *Multiplication Fact Table, 0-10* Teaching Resource, index cards 1-100, white board, white board markers, counters in different colors, *Patterns* Teaching Resources, pattern blocks, color tiles in different colors, and craft sticks.

Quarter 2 Unit 6: Multiplication Strategies with Multi-Digit Numbers

How can I multiply multi-digit numbers?

ARIZONA STANDARDS AND TASK DEMANDS - Click on the link to see the content limits, context, common assessment format, and performance descriptors.

4.OA.A.3 (embed **4.MD.A.2** and 4.OA.C.6) **Solve multistep word problems using the four* operations, including problems in which remainders must be interpreted. Understand how the remainder is a fraction of the divisor. Represent these problems using equations with a letter standing for the unknown quantity.** *Can use division (fact families) to solve multiplicative comparison problems.	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.	4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.	➠**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.** *Note: students do not use the standard algorithm for multiplication until 5th Grade.*
★ Explain the reasonableness of a solution in words ★ Reason through a word problem to find an unknown value	★ Write a number with a given name in numeric form ★ Identify the name of a given number ★ Write a number given in expanded form in numeric form or vice versa ★ Compare two whole numbers in numeric form ★ Order more than two whole numbers in numeric form	★ Identify the value of a given number rounded to the nearest place value ★ Identify the numbers that round to a given value ★ Identify what place value a number was rounded to ★ Interpret and distinguish between different rounding procedures used in rounding to a number in order to create a number that fits certain parameters	★ Calculate the product of 2 numbers (a whole number up to four digits by a one-digit whole number & two two-digit numbers) ★ Select expressions that are equivalent to a given product

Q2 Spiral Review: ➠ **4.NBT.B.4** Students fluently add and subtract multi-digit whole numbers using the standard algorithm.
4.OA.B.4 – Find all factor pairs for a whole number in the range 1 to 100 and understand that a whole number is a multiple of each of its factors.

GESD PROVIDED RESOURCES: Reveal Math 6-1, 6-2, 6-3, 6-4, 6-5, 6-6, 6-7, 6-8 ★ Flipbook: Pg. 9, Pg. 21, Pg. 22, Pg. 27 ★ Supplement with *Strategies for Success: Math Problem-Solving Unit 1: Problem solving place value, addition, and subtraction *Lesson 1 Pg. 14, *Lesson 2 Pg. 18, Write an Equation Pgs. 22-25 Unit 2: Problem solving using multiplication and division *Lessons 5.6 & 8, Pgs. 32-46 Teaching Student-Centered Mathematics Van de Walle, Pgs. 116-122, 182-193, 307-329*

MANIPULATIVES: base-ten blocks, index cards, number cubes, color tiles, counters in two colors, grid paper, *Multiplication Facts Table* Teaching Resource, and graph paper

Quarter 2 Unit 7: Division Strategies with Multi-Digit Dividends & 1-Digit Divisors How can I divide with multi-digit numbers?			
ARIZONA STANDARDS AND TASK DEMANDS - Click on the link to see the content limits, context, common assessment format, and performance descriptors.			
4.OA.A.2 Multiply or divide within 1000 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). *See Table 2.* *Note: students do not use the standard algorithm for multiplication until 5h Grade. Students do not use the standard algorithm for division until 6th Grade.*	**4.OA.A.3** **Solve multistep word problems using the four* operations, including problems in which remainders must be interpreted. Understand how the remainder is a fraction of the divisor. Represent these problems using equations with a letter standing for the unknown quantity.**	4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.	➠**4.NBT.B.6** **Demonstrate understanding of division by finding whole-number quotients and remainders with up to four-digit dividends and one-digit divisors.** *Note: students do not use the standard algorithm for multiplication until 5h Grade. Students do not use the standard algorithm for division until 6th Grade.*
★ Given a situation involving multiplicative comparison, create a multiplication or division equation (with an unknown value) to represent the situation ★ Given a situation involving multiplicative comparison, solve a multiplication or division word problem	★ Reason through a word problem to find an unknown value given only some information ★ Interpret remainders within the context of a division situation by giving a numeric answer or interpretation ★ Explain the reasonableness of a solution in words ★ Reason through a word problem to find an unknown value given only some information	★ Identify the value of a given number rounded to the nearest place value ★ Identify the numbers that round to a given value ★ Identify what place value a number was rounded to ★ Interpret and distinguish between different rounding procedures used in rounding to a number in order to create a number that fits certain parameters	★ Calculate the quotient of 2 numbers (up to four-digit dividends and one-digit divisors) ★ Select expressions that are equivalent to a given quotient
Embed: ➠ **4.NBT.B.4** Students fluently add and subtract multi-digit whole numbers using the standard algorithm. **4.OA.B.4** – Find all factor pairs for a whole number in the range 1 to 100 and understand that a whole number is a multiple of each of its factors.			
Q2 Spiral Review: ➠ **4.NBT.B.4** Students fluently add and subtract multi-digit whole numbers using the standard algorithm.			
GESD PROVIDED RESOURCES: Reveal Math 7-1, 7-2, 7-3, 7-4, 7-5, 7-6, 7-7, 7-8 ★ Flipbook: Pg. 7, Pg. 9, Pg. 22, Pg. 29			

MANIPULATIVES: base-ten blocks, index cards, spinners labeled 2-9, counters, paper cups, rectangular paper strips, grid paper, and number cubes

Quarter 2 Unit 8: Fraction Equivalence

How can I use equivalent fractions to help me compare fractions?

ARIZONA STANDARDS AND TASK DEMANDS - Click on the link to see the content limits, context, common assessment format, and performance descriptors.

4.NF.A.1	➡ 4.NF.A.2	4.OA.C.5
Explain why a fraction *a/b* is equivalent to a fraction (*n x a*)/(*n x 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 understand and generate equivalent fractions.	**Compare two fractions with different numerators and different denominators (e.g., by creating common denominators or numerators and by comparing to a benchmark fraction).** **a. Understand that comparisons are valid only when the two fractions refer to the same size whole.** **b. Record the results of comparisons with symbols >, =, or <, and justify the conclusions.**	Generate a number pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself and explain the pattern informally (e.g., 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).
★ Identify/recognize fractions that are equivalent to a given fraction ★ Identify/recognize fraction models that represent equivalent fractions ★ Generate fractions that are equivalent to a given fraction or equivalent to fractions represented by a given fraction model ★ Construct models representing fractions that are equivalent to given fractions or equivalent to fractions represented by given fraction models ★ Give evidence or an explanation to support why fractions are equivalent or why fractions represented by models are equivalent	★ Compare fractions relating them to benchmark fractions using visual models (e.g. number lines) and/or numeric reasoning ★ Interpret information about fractions to compare fractions using visual models or numeric reasoning ★ Compare fractions using symbols <, >, and = with no situational context or visual model ★ Develop logical arguments, draw conclusions, and relate use of models to numeric strategies to compare fractional quantities	★ Generate a number or shape pattern that follows a given rule ★ Identify apparent features (such as the pattern of odd and even numbers, all numbers are even, all numbers are odd, etc.) of the pattern

Q2 Spiral Review: ➡ **4.NBT.B.4** Students fluently add and subtract multi-digit whole numbers using the standard algorithm.
4.OA.B.4 – Find all factor pairs for a whole number in the range 1 to 100 and understand that a whole number is a multiple of each of its factors.

GESD PROVIDED RESOURCES: Reveal Math 8-1, 8-2, 8-3, 8-4, 8-5 ★ Flipbook: Pg. 15Pg. 32, Pg. 34 ★ Supplement with *Teaching Student-Centered Mathematics Van de Walle, Pgs. 246-249, 331-338 Teaching Arithmetic Series Marilyn Burns, Lessons for Introducing Fractions, Pgs. 105-142*

MANIPULATIVES: *Fraction Number* LinesTeaching Resource, index cards, *One-Fourth of the Whole* Teaching Resource, scissors, strips of paper, fraction circles, fraction tiles, paper strips, number cubes *Benchmark Fraction Number Lines* Teaching Resource, dominoes, spinner (1-10)

Quarter 3 Unit 9: Addition & Subtraction Meanings and Strategies with Fractions

How can I add and subtract fractions with like denominators?

ARIZONA STANDARDS AND TASK DEMANDS - Click on the link to see the content limits, context, common assessment format, and performance descriptors.

➡**4.NF.B.3**

Understand a fraction *a/b* with *a* > 1 as a sum of unit fractions (1/*b*).

a. **Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.**
b. **Decompose a fraction into a sum of fractions with the same denominator in more than one way (e.g., 3/8=1/8+1/8+1/8; 3/8=2/8+1/8; 2 1/8=1+1+1/8 or 2 1/8=8/8+8/8+1/8).**
c. **Add and subtract mixed numbers with like denominators (e.g., by using properties of operations and the relationship between addition and subtraction and/or by replacing each mixed number with an equivalent fraction).**
d. **Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators.**

- ★ Add or subtract fractions with like denominators
- ★ Decompose a fraction into a sum of fractions in multiple ways
- ★ Add or subtract mixed numbers
- ★ Solve word problems involving fractions or mixed numbers and represent sums and differences of fractions or mixed numbers

Q3 Spiral Review: ➡**4.NBT.B.4** – Fluently add and subtract multi-digit whole numbers using the standard algorithm. ★ ➡**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. ★ ➡**4.NF.A.2** – Compare two fractions with different numerators and different denominators (e.g., by creating common denominators or numerators and by comparing to a benchmark fraction). a. Understand that comparisons are valid only when the two fractions refer to the same size whole. b. Record the results of comparisons with symbols >, =, or <, and justify the conclusions.

GESD PROVIDED RESOURCES: Reveal Math 9-1, 9-2, 9-3, 9-4, 9-5, 9-6 ★ Flipbook: Pg. 37, 48

MANIPULATIVES: *Fraction Numbers Line with Fifths* Teaching Resource, fraction tiles, index cards, number cubes, *Blank Open Number Lines* Teaching Resource, fraction circles, number cubes, *Fraction Number Lines Teaching* Resource

Quarter 3 Unit 10: Addition & Subtraction Strategies with Mixed Numbers

How can I add and subtract mixed numbers with like denominators?

ARIZONA STANDARDS AND TASK DEMANDS - Click on the link to see the content limits, context, common assessment format, and performance descriptors.

➡**4.NF.B.3**

Understand a fraction *a/b* with *a* > 1 as a sum of unit fractions (1/*b*).

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

Decompose a fraction into a sum of fractions with the same denominator in more than one way (e.g., 3/8=1/8+1/8+1/8; 3/8=2/8+1/8; 2 1/8=1+1+1/8 or 2 1/8=8/8+8/8+1/8).

Add and subtract mixed numbers with like denominators (e.g., by using properties of operations and the relationship between addition and subtraction and/or by replacing each mixed number with an equivalent fraction).

Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators.

- ★ Add or subtract fractions with like denominators
- ★ Decompose a fraction into a sum of fractions in multiple ways
- ★ Add or subtract mixed numbers
- ★ Solve word problems involving fractions or mixed numbers and represent sums and differences of fractions or mixed numbers

Q3 Spiral Review: ➡**4.NBT.B.4** – Fluently add and subtract multi-digit whole numbers using the standard algorithm. ★ ➡**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. ★ ➡**4.NF.A.2** – Compare two fractions with different numerators and different denominators (e.g., by creating common denominators or numerators and by comparing to a benchmark fraction). a. Understand that comparisons are valid only when the two fractions refer to the same size whole. b. Record the results of comparisons with symbols >, =, or <, and justify the conclusions.

GESD PROVIDED RESOURCES: Reveal Math 10-1, 10-2, 10-3, 10-4, 10-5, 10-6 ★ Flipbook: Pg. 37, 48

MANIPULATIVES: fraction tiles, transparent spinner, *Blank Number Lines* 2 Teaching Resource, fraction circles, fraction tiles, index cards, paper strips, number cubes, *Problem Solving Tool* Teaching Resource

Quarter 3 Unit 11: Multiply Fractions by Whole Numbers

How can I multiply a fraction by a whole number?

ARIZONA STANDARDS AND TASK DEMANDS - Click on the link to see the content limits, context, common assessment format, and performance descriptors.

4.NF.B.4

Build fractions from unit fractions.

a. Understand a fraction

b. $\frac{a}{b}$ as a multiple of a unit fraction $\frac{1}{b}$. In general, $\frac{a}{b} = a \times \frac{1}{b}$.

c. Understand a multiple of $\frac{a}{b}$ as a multiple of a unit fraction $\frac{1}{b}$, and use this understanding to multiply a whole number by a fraction. In general, $n \times \frac{a}{b} = \frac{n \times a}{b}$.

d. Solve word problems involving multiplication of a whole number by a fraction.

- ★ Model a non-unit fraction as the product of a whole number and a unit fraction
- ★ Multiply a fraction by a whole number
- ★ Identify a missing number in an equation that multiplies a fraction by a whole number
- ★ Solve a word problem that involves multiplying a fraction by a whole number within a real-world context
- ★ Create and/or solve an equation that models a word problem involving multiplying a fraction by a whole number within a real-world context

Q3 Spiral Review: ➡**4.NBT.B.4** – Fluently add and subtract multi-digit whole numbers using the standard algorithm. ★ ➡**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. ★ ➡**4.NF.A.2** – Compare two fractions with different numerators and different denominators (e.g., by creating common denominators or numerators and by comparing to a benchmark fraction). a. Understand that comparisons are valid only when the two fractions refer to the same size whole. b. Record the results of comparisons with symbols >, =, or <, and justify the conclusions.

GESD PROVIDED RESOURCES: Reveal Math 11-1, 11-2, 11-3, 11-4, 11-5 ★ Flipbook: Pg. 40

MANIPULATIVES: fraction tiles, index cards, number cards, *Blank Number Lines* Teaching Resource, number cubes, fraction circles, spinner

Quarter 3 Unit 12: Decimal Fractions

How can I represent and compare decimal fractions?

ARIZONA STANDARDS AND TASK DEMANDS - Click on the link to see the content limits, context, common assessment format, and performance descriptors.

4.NF.C.5	4.NF.C.6	➡4.NF.C.7	4.MD.A.2
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 (tenths) and 100 (hundredths). ***For example, express 3/10 as 30/100, and 3/10 + 4/100 = 34/100.*** Note: 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.	**Use decimal notation for fractions with denominators 10 (tenths) or 100 (hundredths), and locate these decimals on a number line.**	**Compare two decimals to hundredths by reasoning about their size. Understand that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <.**	**Use the four operations to solve word problems and problems in real-world context involving distances, intervals of time (hr, min, sec), liquid volumes, masses of objects, and money, including decimals and problems involving fractions with like denominators, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using a variety of representations, including number lines that feature a measurement scale.**
★ Express a fraction with denominator 10 as a fraction with denominator 100, and vice-versa ★ Add two fractions with different denominators of 10 and 100 ★ Determine a fraction equivalent to another fraction represented by a model ★ Identify a missing addend	★ Express a fraction or mixed number in decimal notation in 10ths or 100ths ★ Locate or plot a decimal on a number line/model ★ RELATE two fractional representations (denominators of 10 and 100) to one decimal representation	★ Compare two decimals using a model (i.e., numerical, number line, visual model) - can vary models (10ths and 100ths) as long as they both relate to the same whole ★ Compare decimals by converting decimals to fractions with common denominators and/or by reasoning about place value ★ Write or identify true comparisons between decimal numbers using symbols <, >, and =. Enter decimals or symbols to complete comparisons ★ Explain conclusions about relationships and comparisons between decimals using visual models and other methods	★ Solve a word problem involving specified measurements ★ Represent/model a problem involving specified measurements

Q3 Spiral Review: ➡4.NBT.B.4 – Fluently add and subtract multi-digit whole numbers using the standard algorithm. ★ ➡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. ★ ➡4.NF.A.2 – Compare two fractions with different numerators and different denominators (e.g., by creating common

denominators or numerators and by comparing to a benchmark fraction). a. Understand that comparisons are valid only when the two fractions refer to the same size whole. b. Record the results of comparisons with symbols >, =, or <, and justify the conclusions.
GESD PROVIDED RESOURCES: Reveal math 12-1, 12-2, 12-3, 12-4, 12-5 ★ Flipbook: Pg. 42, Pg. 46, Pg. 47 ★Supplement with *Teaching Student-Centered Mathematics Van de Walle, Pg. 285 14.3, Pgs. 287-292, 14.6, 14.7, 14.10*
MANIPULATIVES: *Tenths and Hundredths representations* Teaching Resource, *Bills, Dimes, and Pennies* Teaching Resource, *Decimal Place-Value Charts* Teaching Resource, spinner, *10x10 Grids* Teaching Resource, number cubes, colored pencils,

Quarter 4 Unit 13: Units of Measurement & Data

How can I use and compare units of measurement?

ARIZONA STANDARDS AND TASK DEMANDS - Click on the link to see the content limits, context, common assessment format, and performance descriptors.

4.MD.A.1	4.MD.A.3	4.MD.B.4	**4.MD.A.2**
Know relative sizes of measurement units within one system of units which could include 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 and in a smaller unit in terms of a larger unit.	Apply the area and perimeter formulas for rectangles in mathematical problems and problems in real-world contexts including problems with unknown side lengths. *See Table 2.*	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots.	**Use the four operations to solve word problems and problems in real-world context involving distances, intervals of time (hr, min, sec), liquid volumes, masses of objects, and money, including decimals and problems involving fractions with like denominators, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using a variety of representations, including number lines that feature a measurement scale.**
★ Identify the relative size of a measurement unit (km, m; kg, g; lb, oz; L, mL; hr, min, sec) ★ Calculate measurement conversions ★ Order measurements given in different units within the same measurement system	★ Construct a rectangle with a given perimeter and/or area ★ Calculate perimeter and/or area of a rectangle ★ Calculate an unknown side length given an area or perimeter ★ Model with an expression or equation the area or perimeter of a rectangle with an unknown side length ★ Construct a rectangle based on given parameters (i.e. ranges of possible areas and/or perimeters)	★ Construct a line plot based on given data ★ Interpret data in a line plot to solve problems involving addition and subtraction ★ Complete a line plot based on the information about the sum or difference of the data	★ Solve a word problem involving specified measurements ★ Represent/model a problem involving specified measurements

Q4 Spiral Review: ➠**4.NF.B.3** – Understand a fraction *a/b* with *a* > 1 as a sum of unit fractions (1/*b*). a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. b. Decompose a fraction into a sum of fractions with the same denominator in more than one way. c. Add and subtract mixed numbers with like denominators (e.g., by using properties of operations and the relationship between addition and subtraction and/or by replacing each mixed number with an equivalent fraction). d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators. ★ ➠**4.NF.C.7** – Compare two decimals to hundredths by reasoning about their size. Understand that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <.

GESD PROVIDED RESOURCES: Reveal Math 13-1, 13-2, 13-3, 13-4, 13-5, 13-6, 13-7, 13-8, 13-9, 13-10, 13-11 ★ Flipbook: Pgs. 22, 49, 53, 54 ★ *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).*

MANIPULATIVES: base-ten sticks, meter stick, *Metric Conversion Tables* Teaching Resource, *Customary Conversion Tables* Teaching Resource, number cubes, craft sticks, color tiles, graph paper, rectangles with side lengths labeled, *Blank Number Line 2* Teaching Resource, rulers

Quarter 4 Unit 14: Geometric Figures

How can I solve problems involving geometric figures?

ARIZONA STANDARDS AND TASK DEMANDS - Click on the link to see the content limits, context, common assessment format, and performance descriptors.

4.MD.C.5	4.MD.C.6	4.MD.C.7	4.G.A.1	4.G.A.2	4.G.A.3
Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: 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 1/360 of a circle is called a "one-degree angle," and can be used to measure angles. b. An angle that turns through *n* one-degree angles is said to have an angle measure of *n* degrees.	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	Understand angle measures 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 within mathematical problems as well as problems in real-world contexts.	**Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.**	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 (e.g., understand right triangles as a category, and identify right triangles).	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.
★ Identify an angle ★ Sort angles from other geometric objects ★ Identify the unit used to measure angles ★ Identify categories of angle measures	★ Measure a given angle ★ Construct an angle based on a given measure	★ Calculate an angle measure from a given sum or difference and/or a decomposed larger angle ★ Identify angles that can be used to construct other angles ★ Show how to find an angle measure from a given sum or difference using an equation	★ Identify geometric objects and properties, either as individual objects or as part of a more complex figure ★ Construct a geometric figure based on given constraints/properties	★ Identify types of triangles ★ Construct a shape based on the shape name ★ Set of shapes in two groups, explain why the shapes were classified this way	★ Identify symmetric figures ★ Identify whether a line drawn on a figure represents a line of symmetry of the figure ★ Determine the number of lines of symmetry a given figure has ★ Construct lines of symmetry for a given shape ★ Construct a complete figure based on half of the figure and its line of symmetry ★ Construct a figure based on two attributes (e.g., the number of lines of symmetry and type of shape, or the lines of symmetry, already drawn, and type of shape)

Q4 Spiral Review: ➠4.NF.B.3 – Understand a fraction *a/b* with *a* > 1 as a sum of unit fractions (1/*b*). a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. b. Decompose a fraction into a sum of fractions with the same denominator in more than one way. c. Add and subtract mixed numbers with like denominators (e.g., by using properties of operations and the relationship between addition and subtraction and/or by replacing each mixed number with an equivalent fraction). d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators. ★ ➠4.NF.C.7 – Compare two decimals to hundredths by reasoning about their size. Understand that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <.

GESD PROVIDED RESOURCES: Reveal math 14-1, 14-2, 14-3, 14-4, 14-5, 14-6, 14-7, 14-8, 14-9, 14-10 ★ Flipbook Pgs. 57, 60, 61, 64, 70 ★Supplement with *Teaching Student-Centered Mathematics Van de Walle Pgs. 384, 390, 17.8, 17.10, Pgs. 376, 39, 17.2, 17.15, 17.16,*

MANIPULATIVES: geoboards, poster board, student clocks, full-circle protractor, half-circle protractor, pictures of circular objects, magazines, newspapers, protractor, ruler, pictures of objects with 90° angles, pattern blocks, *Dot Paper* Teaching Resource, scissors, index cards, *Alphabet Letters* Teaching Resource, construction paper, mirrors

Table 2: Common Multiplication and Division Problem Types/Situations. [1]

	Unknown Product	**Group Size Unknown** ("How many in each group?" Division)	**Number of Groups Unknown** ("How many groups?" Division)
	3 x 6 = ?	**3 x ? = 18 and 18 ÷ 3 = ?**	**? x 6 = 18 and 18 ÷ 6 = ?**
Equal Groups	There are 3 bags with 6 plums in each bag. How many plums are there in all? ***Measurement example*.** You need 3 lengths of string, each 6 inches long. How much string will you need altogether?	If 18 plums are shared equally into 3 bags, then how many plums will be in each bag? ***Measurement example*.** You have 18 inches of string, which you will cut into 3 equal pieces. How long will each piece of string be?	If 18 plums are to be packed 6 to a bag, then how many bags are needed? ***Measurement example*.** You have 18 inches of string, which you will cut into pieces that are 6 inches long. How many pieces of string will you have?
Arrays,[2] Area[3]	There are 3 rows of apples with 6 apples in each row. How many apples are there? ***Area example*.** What is the area of a 3 cm by 6 cm rectangle?	If 18 apples are arranged into 3 equal rows, how many apples will be in each row? ***Area example*.** A rectangle has an area 18 square centimeters. If one side is 3 cm long, how long is a side next to it?	If 18 apples are arranged into equal rows of 6 apples, how many rows will there be? ***Area example*.** A rectangle has an area 18 square centimeters. If one side is 6 cm long, how long is a side next to it?
Compare	A straw hat costs $6. A baseball hat costs 3 times as much as the straw hat. How much does the baseball hat cost? ***Measurement example***. A rubber band is 6 cm long. How long will the rubber band be when it is stretched to be 3 times as long?	A baseball hat costs $18 and that is 3 times as much as a straw hat costs. How much does a blue straw cost? ***Measurement example*.** A rubber band is stretched to be 18 cm long and that is 3 times as long as it was at first. How long was the rubber band at first?	A baseball hat costs $18 and a straw hat costs $6. How many times as much does the baseball hat cost as the straw hat? ***Measurement example*.** The rubber band was 6 cm long at first. Now it is stretched to be 18 cm long. How many times as long is the rubber band now as it was at first?
General	$a \times b = ?$	$a \times ? = p$, and $p \div a = ?$	$? \times b = p$, and $p \div b = ?$

[1]The first examples in each cell are examples of discrete things. These are easier for students and should be given before the measurement examples.

[2]The language in the array examples shows the easiest form of array problems. A harder form is to use the terms rows and columns: The apples in the grocery window are in 3 rows and 6 columns. How many apples are in there? Both forms are valuable.

[3]Area involves arrays of squares that have been pushed together so that there are no gaps or overlaps, so array problems include these especially important measurement situations.

Quarter Taught				Essential Standards (➠Grade Level Guaranteed Standards)
1	2	3	4	Operations and Algebraic Thinking (OA):
X	X			**4.OA.A.3** – Solve multistep word problems using the four operations, including problems in which remainders must be interpreted. Understand how the remainder is a fraction of the divisor. Represent these problems using equations with a letter standing for the unknown quantity.
X	X			**4.OA.B.4** – Find all factor pairs for a whole number in the range 1 to 100 and understand that a whole number is a multiple of each of its factors.
				Number and Operations in Base Ten (NBT):
X	X	X		➠**4.NBT.B.4** – Fluently add and subtract multi-digit whole numbers using the standard algorithm.
	X	X		➠**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.
	X			➠**4.NBT.B.6** – Demonstrate understanding of division by finding whole-number quotients and remainders with up to four-digit dividends and one-digit divisors.
				Number and Operations – Fractions (NF):
	X	X		➠**4.NF.A.2** – Compare two fractions with different numerators and different denominators (e.g., by creating common denominators or numerators and by comparing to a benchmark fraction). a. Understand that comparisons are valid only when the two fractions refer to the same size whole. b. Record the results of comparisons with symbols >, =, or <, and justify the conclusions.
		X		➠**4.NF.B.3** – Understand a fraction *a/b* with *a* > 1 as a sum of unit fractions (1/*b*). a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. b. Decompose a fraction into a sum of fractions with the same denominator in more than one way (e.g., 3/8 = 1/8 + 1/8 + 1/8; 3/8 = 2/8 + 1/8; 2 1/8 = 1 + 1 + 1/8 or 2 1/8 = 8/8 + 8/8 + 1/8). c. Add and subtract mixed numbers with like denominators (e.g., by using properties of operations and the relationship between addition and subtraction and/or by replacing each mixed number with an equivalent fraction). d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators.
		X		**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 (tenths) and 100 (hundredths).
		X		**4.NF.C.6** – Use decimal notation for fractions with denominators 10 (tenths) or 100 (hundredths), and locate these decimals on a number line.
		X		**4.NF.C.7** – Compare two decimals to hundredths by reasoning about their size. Understand that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <.
				Measurement and Data (MD):
		X		**4.MD.A.2** – Use the four operations to solve word problems and problems in real-world context involving distances, intervals of time (hr, min, sec), liquid volumes, masses of objects, and money, including decimals and problems involving fractions with like denominators, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using a variety of representations, including number lines that feature a measurement scale.
				Geometry (G):
			X	**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.

Quarter Taught				**Supporting Standards**
1	2	3	4	Operations and Algebraic Thinking (OA):
X				**4.OA.A.1** – Represent verbal statements of multiplicative comparisons as multiplication equations. Interpret a multiplication equation as a comparison (e.g., 35 is the number of objects in 5 groups, each containing 7 objects, and is also the number of objects in 7 groups, each containing 5 objects).
X	X			**4.OA.A.2** – Multiply or divide within 1000 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).
X	X			**4.OA.C.5** – Generate a number pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself and explain the pattern informally (e.g., 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).
X				**4.OA.C.6** – When solving problems, assess the reasonableness of answers using mental computation and estimation strategies including rounding.
				Number and Operations in Base Ten (NBT):
				4.NBT.A.1 – Apply concepts of place value, multiplication, and division to understand that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.
	X			**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.
	X			**4.NBT.A.3** – Use place value understanding to round multi-digit whole numbers to any place.
				Number and Operations – Fractions (NF):
	X			**4.NF.A.1** – Explain why a fraction *a/b* is equivalent to a fraction (*n* x *a*)/(*n* x *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 understand and generate equivalent fractions.
		X		**4.NF.B.4** – Build fractions from unit fractions. a. Understand a fraction $\frac{a}{b}$ as a multiple of a unit fraction $\frac{1}{b}$. In general, $\frac{a}{b} = a \times \frac{1}{b}$. b. Understand a multiple of $\frac{a}{b}$ as a multiple of a unit fraction $\frac{1}{b}$, and use this understanding to multiply a whole number by a fraction. In general, $n \times \frac{a}{b} = \frac{n \times a}{b}$. c. Solve word problems involving multiplication of a whole number by a fraction.
				Measurement and Data (MD):
			X	**4.MD.A.1** – Know relative sizes of measurement units within one system of units which could include 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 and in a smaller unit in terms of a larger unit.
			X	**4.MD.A.3** – Apply the area and perimeter formulas for rectangles in mathematical problems and problems in real-world contexts including problems with unknown side lengths.
			X	**4.MD.B.4** – Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots.
			X	**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: 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 1/360 of a circle is called a "one-degree angle," and can be used to measure angles. b. An angle that turns through *n* one-degree angles is said to have an angle measure of *n* degrees.
			X	**4.MD.C.6** – Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: 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 1/360 of a circle is called a "one-degree angle," and can be used to measure angles. b. An angle that turns through *n* one-degree angles is said to have an angle measure of *n* degrees.
			X	**4.MD.C.7 –** Understand angle measures 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 within mathematical problems as well as problems in real-world contexts.
				Geometry (G):

			X	**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 (e.g., understand right triangles as a category, and identify right triangles).
			X	**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.

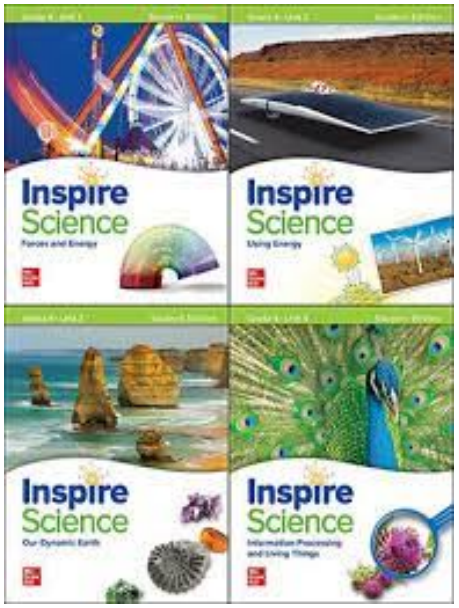
Glendale Elementary School District

23-24 4th Grade

SCIENCE PACING GUIDE

Systems and System Models; Energy and Matter; Stability and Change

By the end of fourth grade, students expand on the idea that energy from the Sun interacts with Earth systems and explores other forms of energy we use in everyday life. Students apply their understanding of the various Earth systems (geosphere, hydrosphere, atmosphere, biosphere) and how they interact with each other and heat from the Sun. Students understand how geological systems change and shape the planet and provide resources. Students also develop an understanding of how Earth processes and human interactions positively and negatively that can change environments impacting the ability for organisms to survive. Student investigations focus on collecting and making sense of observational data and simple measurements using the science and engineering practices: ask questions and define problems, develop and use models, plan and carry out investigations, analyze and interpret data, use mathematics and computational thinking, construct explanations and design solutions, engage in argument from evidence, and obtain, evaluate, and communicate information. While individual lessons may include connections to any of the crosscutting concepts, the standards in fourth grade focus on helping students understand phenomena through systems and system models, energy and matter, and stability and change.



Year-at-a-Glance

McGraw Hill correlates the instructional units to the NGSS standards. The 4th grade Arizona Standards are covered through the NGSS standards within the 3rd-5th grade band. **A crosswalk that articulates when each state standard is covered is linked here.**

When implemented with fidelity, 3rd-5th grade students will have received the needed curriculum prior to the AzSci assessment that is administered in 5th grade.

The pacing for science content is recommended to be taught within a 4-5 week block and then alternated with Social Studies to ensure that both are taught each quarter. The FlexTrack B pacing (found in each lesson's *Lesson at a Glance*) is recommended to support meeting this timeline.

Key: T - Teacher Edition

QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
Forces and Energy **Energy and Motion** 5.P4U1.6	**Using Energy** **Energy Transfer** 4.P4U1.2 4.P4U3.4 **Natural Resources in the Environment** 4.P4U1.2 4.P4U3.4	**Our Dynamic Earth** **Earth and Its Changing Features** 3.P2U1.2 4.E1U1.6 4.E1U1.7 4.E1U2.10 **Earthquakes** 3.P2U1.2 4.E1U1.6 4.E1U1.7 4.E1U2.10	**Information Processing and Living Things** **Structures and Functions of Living Things** 3.L1U1.5 3.L1U1.6 3.P2U1.1 3.P4U1.3 **Information Processing and Transfer** 3.L1U1.5 3.L1U1.6 3.P2U1.1 3.P4U1.3

AzSCI will be administered in 5th grade (equally covering domains from Grade 3/4/5 standards).

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<table>
<tr><th colspan="3">Quarter 1: Forces and Energy
Length of Study: 4 weeks</th></tr>
<tr><td>5.P4U1.6</td><td colspan="2">Analyze and interpret data to determine how and where energy is transferred when objects move.</td></tr>
<tr><td>Three-Dimensional Learning:</td><td colspan="2">The following SEPs, DCIs, and CCCs build to the Module Performance Expectations
★ SEP: Asking Questions and Defining Problems; Constructing Explanations and Designing Solutions
★ DCI: Definitions of Energy; Conservation of Energy and Energy Transfer; Relationship Between Energy and Forces
★ CCC: Energy and Matter</td></tr>
<tr><td colspan="2">Unit 1: Forces and Energy
Big Idea: What is energy?</td><td>GESD Resources:</td></tr>
<tr><td colspan="2"></td><td>Module 1: Energy and Motion
Module Opener - Encounter the Phenomenon (T3), STEM Module Project Launch (T4), Lesson 1 - Forces and Motion (T5), Lesson 2 - Speed and Energy (T23), Lesson 3 - Energy Transfer in Collisions (T41), STEM Module Project - Design a Roller Coaster (T61), Module Wrap Up - Revisit the Phenomenon (T67)
Materials Inventory</td></tr>
</table>

<table>
<tr><th colspan="3">Quarter 2: Using Energy
Length of Study: 4 weeks</th></tr>
<tr><td>4.P4U1.2</td><td colspan="2">Develop and use a model that explains how energy is moved from place to place through electric currents.</td></tr>
<tr><td>4.P4U3.4</td><td colspan="2">Engage in argument from evidence on the use and impact of renewable and nonrenewable resources to generate electricity.</td></tr>
<tr><td>Three-Dimensional Learning:</td><td colspan="2">The following SEPs, DCIs, and CCCs build to the Module Performance Expectations
★ SEP: Constructing Explanations and Designing Solutions; Obtaining, Evaluating, and Communicating Information
★ DCI: Defining Engineering Problems; Natural Resources; Conservation of Energy and Energy Transfer; Energy in Chemical Processes and Everyday Life
★ CCC: Cause and Effect; Energy and Matter</td></tr>
<tr><td rowspan="4">Unit 2: Using Energy
Big Idea: How is energy used?

Big Idea: How does energy use impact the environment?</td><td colspan="2">GESD Resources:</td></tr>
<tr><td colspan="2">Module: Energy Transfer
Module Opener - Encounter the Phenomenon (T2), STEM Module Project Launch (T4), Lesson 1 - Types of Energy (T5), Lesson 2 - Sound and Light (T25), Lesson 3 - Electricity (T43), Lesson 4 - Heat (T61), STEM Module Project - Design a Community Warning System (T79), Module Wrap Up - Revisit the Phenomenon (T85)
Materials Inventory</td></tr>
<tr><td colspan="2">GESD Resources:</td></tr>
<tr><td colspan="2">Module: Natural Resources in the Environment
Module Opener - Encounter the Phenomenon (T87), STEM Module Project Launch (T88), Lesson 1 - Energy from Nonrenewable Resources (T89), Lesson 2 - Energy from Renewable Resources (T105), Lesson 3 - Impact of Energy Use (T121), Lesson 4 - Design Energy Solutions (T139), STEM Module Project - Build a Solar Oven (T153), Module Wrap Up - Revisit the Phenomenon (T45)
Materials Inventory</td></tr>
</table>

<table>
<tr><th colspan="3">Quarter 3: Our Dynamic Earth
Length of Study: 4 weeks</th></tr>
<tr><td>3.P2U1.2</td><td colspan="2">Plan and carry out an investigation to explore how sound waves affect objects at varying distances.</td></tr>
<tr><td>4.E1U1.6</td><td colspan="2">Plan and carry out an investigation to explore and explain the interactions between Earth’s major systems and the impact on Earth’s surface materials and processes.</td></tr>
<tr><td>4.E1U1.7</td><td colspan="2">Develop and/or revise a model using various rock types, fossil location, and landforms to show evidence that Earth’s surface has changed over time.</td></tr>
<tr><td>4.E1U2.10</td><td colspan="2">Define problem(s) and design solution(s) to minimize the effects of natural hazards.</td></tr>
<tr><td>Three-Dimensional Learning:</td><td colspan="2">The following SEPs, DCIs, and CCCs build to the Module Performance Expectations
★ SEP: Analyzing and Interpreting Data; Constructing Explanations and Designing Solutions; Developing and Using Models; Planning and Carrying out Investigations
★ DCI: Plate Tectonics and Large-Scale System Interactions; Natural Hazards; Defining Engineering Problems; Developing Possible Solutions; Optimizing the Design Solutions; Wave Properties
★ CCC: Cause and Effect; Patterns</td></tr>
<tr><td rowspan="2">Unit 3: Our Dynamic Earth
Big Idea: How do Earth’s features change?

Big Idea: What are the causes and effects of earthquakes?</td><td>GESD Resources:</td></tr>
<tr><td>Module: Earth & Its Changing Features
Module Opener - Encounter the Phenomenon (T3), STEM Module Project Launch (T4), Lesson 1 - Map Earth’s Features (T6A), Lesson 2 - Evidence from Rocks and Fossils (T28A), Lesson 3 - Changes in Landscapes Over Time (T44A), STEM Module Project - Engineering Challenge: Don’t Get Carried Away (T61), Module Wrap Up - Revisit the Phenomenon (T67)
Materials Inventory</td></tr>
<tr><td></td><td>GESD Resources:</td></tr>
<tr><td></td><td>Module: Earthquakes
Module Opener - Encounter the Phenomenon (T68), STEM Module Project Launch (T70), Lesson 1 - Map Earthquakes (T71), Lesson 2 - Model Earthquake Movement (T87), Lesson 3 - Reduce Earthquake Damage (T105), STEM Module Project - Engineering Challenge: Design an Earthquake-Resistant Building (T123), Module Wrap Up - Revisit the Phenomenon (T129)
Materials Inventory</td></tr>
</table>

<table>
<tr><td colspan="3">Quarter 4: Information Processing and Living Things
Length of Study: 4 weeks</td></tr>
<tr><td>3.L1U1.5</td><td colspan="2">Develop and use models to explain that plants and animals (including humans) have internal and external structures that serve various functions that aid in growth, survival, behavior, and reproduction.</td></tr>
<tr><td>3.L1U1.6</td><td colspan="2">Plan and carry out investigations to demonstrate ways plants and animals react to stimuli.</td></tr>
<tr><td>3.P2U1.1</td><td colspan="2">Ask questions and investigate the relationship between light, objects, and the human eye.</td></tr>
<tr><td>3.P4U1.3</td><td colspan="2">Develop and use models to describe how light and sound waves transfer energy.</td></tr>
<tr><td>Three-Dimensional Learning:</td><td colspan="2">The following SEPs, DCIs, and CCCs build to the Module Performance Expectations
★ SEP: Constructing Explanations and Designing Solutions; Developing and Using Models; Planning and Carrying Out Investigations
★ DCI: Optimizing the Design Solution; Information Processing; Definition of Energy; Conservation of Energy and Energy Transfer; Electromagnetic Radiation; Information Technologies and Instrumentation
★ CCC: Cause and Effect; Energy and Matter; Patterns; Systems and System Models</td></tr>
<tr><td rowspan="4">Unit 4: Information Processing and Living Things
Big Idea: How do the structures of plants and animals help them survive?

Big Idea: How do we transmit and interpret information?</td><td colspan="2">GESD Resources:</td></tr>
<tr><td colspan="2">Module: Structures and Functions of Living Things
Module Opener - Encounter the Phenomenon (T2), STEM Module Project Launch (T4), Lesson 1 - Structures and Functions of Plants (T5), Lesson 2 - Structures and Functions of Animals (T25), STEM Module Project - National Park Presentation (T45), Module Wrap Up - Revisit the Phenomenon (T51)
Materials Inventory</td></tr>
<tr><td colspan="2">GESD Resources:</td></tr>
<tr><td colspan="2">Module: Information Processing and Transfer
Module Opener - Encounter the Phenomenon (T52), STEM Module Project Launch (T54), Lesson 1 - Information Processing in Animals (T55), Lesson 2 - Role of Animals' Eyes (T73), Lesson 3 - Information Transfer (T93), STEM Module Project - Pixel Message (T111), Module Wrap Up - Revisit the Phenomenon (T45)
Materials Inventory</td></tr>
</table>

Core Ideas for Knowing Science:

Physical Science

- P1: All matter in the Universe is made of very small particles.
- P2: Objects can affect other objects at a distance.
- P3: Changing the movement of an object requires a net force to be acting on it.
- P4: The total amount of energy in a closed system is always the same but can be transferred from one energy store to another during an event.

Earth and Space Science

- E1: The composition of the Earth and its atmosphere and the natural and human processes occurring within them shape the Earth's surface and its climate.
- E2: The Earth and our solar system are a very small part of one of many galaxies within the Universe.

Life Science

- L1: Organisms are organized on a cellular basis and have a finite life span.
- L2: Organisms require a supply of energy and materials for which they often depend on, or compete with, other organisms.
- L3: Genetic information is passed down from one generation of organisms to another.
- L4: The unity and diversity of organisms, living and extinct, is the result of evolution

Core Ideas for using Science:

- U1: Scientists explain phenomena using evidence obtained from observations and or scientific investigations. Evidence may lead to developing models and or theories to make sense of phenomena. As new evidence is discovered, models and theories can be revised.
- U2: The knowledge produced by science is used in engineering and technologies to solve problems and/or create products.
- U3: Applications of science often have both positive and negative ethical, social, economic, and/or political implications.

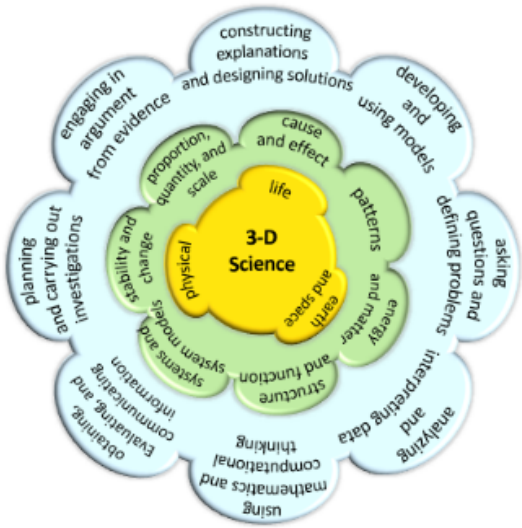
Science and Engineering Practices:

- ask questions and define problems
- develop and use models
- plan and carry out investigations
- analyze and interpret data
- use mathematics and computational thinking
- construct explanations and design solutions
- engage in argument for evidence
- obtain, evaluate, and communicate information

Crosscutting Concepts:

- Patterns
- Cause and Effect
- Scale, Proportion, and Quantity
- **Systems and System Models**
- **Energy and Matter**
- Structure and Function
- **Stability and Change**

Bold concepts are a focus for this grade level. Go to http://bit.ly/CrossCutk8 for detailed information about crosscutting concepts.



Glendale Elementary School District

23-24

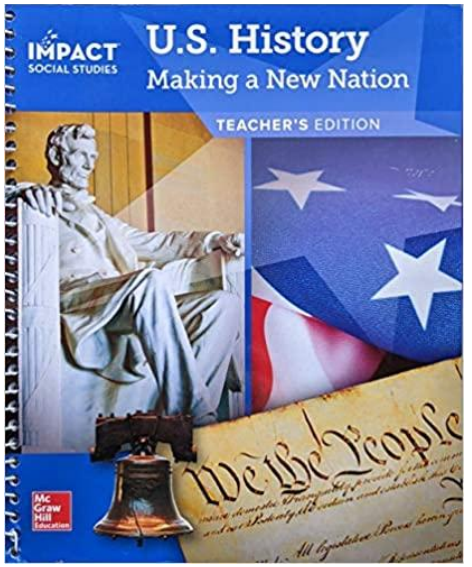
4th Grade

HISTORY & SOCIAL STUDIES PACING GUIDE

Fourth Grade - Regions and Cultures of the Americas; pre-contact Americas to European Settlements (up to 1763)
Students will study the Americas (North, Central, and South America along with the Caribbean Islands) using an integrated approach considering the following factors:

- Theories about the first peopling of the Americas
- The development of Mesoamerican and South American civilizations including the Olmec, Inca, Maya, and Aztec
- American Indian life in the Americas prior to European exploration including the peoples in the Southwest, Pacific Northwest, nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River (Eastern Woodland)
- The causes and consequences of European exploration and colonization
- The environmental, political, and cultural consequences of the interactions among European, African, and American Indian peoples in the late 15th through 17th centuries
- Regional settlement patterns, significant developments, and life in the Southern, Middle, and New England colonies
- Roles and responsibilities as members of a society
- The contributions of various cultural and ethnic groups to the development of the Americas
- Examination of primary and secondary sources including written and oral histories, images, and artifacts
- Inclusion of historical fiction and picture books in addition to informational text.
- Disciplinary skills and processes including change and continuity over time, multiple perspectives, using and understanding sources, and cause and effect

Important Note: The textbooks says 5th grade on it but it fits our 4th grade standards.



Year-at-a-Glance

The pacing for history and social sciences content is recommended to be taught within a 4-5 week block and then alternated with Science to ensure that both are taught each quarter.

OI mean there is a lesson available online only.
Lessons noted in the pacing guide align to the Arizona History and Social Science Standards. The remaining lessons in the chapters are optional.

Quarter 1	Quarter 2		Quarter 3	Quarter 4	
Exploring Arizona	**Cultures of the Native People**	**Age of Exploration**	**A Changing Continent**	**The Road to War**	**The American Revolution**
4.SP1.3	4.SP1.2	4.SP1.2	4.SP1.1	4.SP1.1	4.SP1.2
4.SP3.3	4.SP3.1	4.SP2.1	4.SP1.2	4.SP1.2	4.SP3.1
4.SP3.4	4.SP3.2	4.SP3.1	4.SP1.3	4.SP1.3	4.SP3.2
4.SP3.6	4.SP3.3	4.SP3.2	4.SP2.1	4.SP2.1	4.SP3.3
4.SP4.2	4.SP3.5	4.SP3.3	4.SP2.2	4.SP2.2	4.SP3.6
4.E2.1	4.SP3.6	4.SP3.5	4.SP3.1	4.SP3.1	4.SP4.1
4.E3.1	4.SP4.1	4.SP3.6	4.SP3.2	4.SP3.2	4.SP4.3
4.G1.1	4.C2.1	4.SP4.1	4.SP3.3	4.SP3.3	
4.G2.1	4.E2.1	4.SP4.3	4.SP3.5	4.SP3.5	
4.G3.1	4.G1.1	4.C2.1	4.SP4.1	4.SP3.6	
4.H1.1	4.G2.1	4.E2.1	4.C1.1	4.SP4.1	
4.H3.1	4.G3.1	4.E3.1	4.C2.1	4.SP4.3	
	4.G4.1	4.G1.1	4.E2.1	4.C1.1	
	4.H1.1	4.G2.1	4.E3.1	4.C2.1	
9/11 Observance Day		4.G3.1	4.G1.1	4.G1.1	
ADE Resources		4.G4.1	4.G2.1	4.H1.1	
9/11 Museum Resources		4.H1.1	4.G3.1	4.H2.1	
		4.H2.1	4.G4.1	4.H3.1	
Civics Celebration Week (9/17-9/25)		4.H2.2	4.H1.1		
ADE Resources			4.H2.1		
			4.H2.2		
			4.H3.1		

Quarter 1	
GESD Resource Impact Social Studies Arizona Online Content Essential Question: How did people and events long ago shape the state of Arizona? Length of Study: 4 weeks	
Lesson Parts	Content that Matches AZ Standards Remaining lessons and activities are optional
Engage	People You Should Know (IO) Cochise Arthur Allen Fletcher Ramana Acosta Banuelos Ai (Florence Anthony)
Investigate	Ancient American Citization West African Ways of Life Religious Tolerance Considering the Source Nomadic and Sedentary Societies Out of Many, One Arizona Population Growth
Report	Report Your Findings Take Action

Quarter 2			
GESD Resource Impact Social Studies Chapter 1: The Land and Native Peoples of North America Essential Question: How were the lives of Native Peoples influenced by where they lived? Length of Study: 2 weeks		GESD Resource Impact Social Studies Chapter 2: The Age of Exploration Essential Question: What happened when diverse cultures crossed paths? Length of Study: 2 weeks	
Lesson Parts	Content that Matches AZ Standards Remaining lessons and activities are optional	Lesson Parts	Content that Matches AZ Standards Remaining lessons and activities are optional
Impact Explore Magazine - Additional Reading to Support the Essential Question:Geography of the Western Hemisphere, Take Action!, Kanatsiohareke: Preserving Mohawk Culture, A Wise Use of Resources, Traveling by Water, The Tanka and the People of the Great PLains, The Horse: “Sacred Dog” of the Great Plains		Impact Explore Magazine - Additional Reading to Support the Essential Question: Take Action!, Then and Now: Mapping a Voyage, The Oppression of the Taino, Hard Times in Jamestown	
Engage	Inquiry Project	Engage	Inquiry Project
Investigate	People You Should Know Geography of the Western Hemisphere	Investigate	Trade in the Western Hemisphere People You Should Know Connect Through Literature
Lesson 1	Early Peoples of North American	Lesson 1	Dawn of the Age of Exploration Inquiry Tools: Investigate Cause and Effect (IO)
Lesson 2	Native Americans of the Desert Southwest Explore Arizona; Triangular Trade (OI) Investigate Arizona: Mercantilism (OI)	Lesson 2	Spanish Exploration and Conquests More to Explore: St. Augustine Field Trip (IO)
Lesson 3	Native Peoples of the Pacific Coast	Lesson 3	European Powers in the Americas Lesson Video: New Amsterdam (IO)
Lesson 4	Native Americans of the Plains More to Explore: Life on the Plains (IO)	Take Action	Inquiry Project
Lesson 5	Native Americans of the Eastern Woodlands		
Take Action	Connections to Action More to Explore		

Quarter 3	
GESD Resource Impact Social Studies Chapter 3: A Changing Continent Essential Question: What is the Impact of People Settling in a New Place? Length of Study: 4 weeks	
Lesson Parts	Content that Matches AZ Standards Remaining lessons and activities are optional
Impact Explore Magazine - Additional Reading to Support the Essential Question: The Great Pumpkin, The Swedish Log Cabin, Deadly Diseases, Connect through LIterature: From My Year in a Log Cabin, Freedom Beckons, Hard Times in Jamestown	
Engage	Inquiry Project
Investigate	People You Should Know Step into the Time Culture in the Western Hemisphere
Lesson 1	The Jamestown Colony
Lesson 2	Cooperation and Conflict in North American Exploring a Map: The New England Colonies (IO)
Lesson 3	The New England Colonies More to Explore: Comparing Plymouth and Jamestown Settlements (IO)
Lesson 4	The Middle Colonies More to Explore: The Experiences of Free and Enslaved African Americans
Lesson 5	The Southern Colonies More to Explore: What Was Life LIke? (IO)
Take Action	Connections to Action Inquiry Project

Quarter 4			
GESD Resource Impact Social Studies Chapter 4: The Road to War Essential Question: Why would a nation want to become independent? Length of Study: 2 weeks		GESD Resource Impact Social Studies Chapter 5: The American Revolution Essential Question: What does the Revolution Era tell us about our nation today? Length of Study: 2 weeks	
Lesson Parts	Content that Matches AZ Standards Remaining lessons and activities are optional	Lesson Parts	Content that Matches AZ Standards Remaining lessons and activities are optional
Impact Explore Magazine - Additional Reading to Support the Essential Question: Growing Up in the Colonies, The Addams Family Album, The Story of Crispus Attucks, Take Action!. Perspectives: Boycott!, Game of War, A Cartoon Commentary		Impact Explore Magazine - Additional Reading to Support the Essential Question: A Man of Many Talents, Artifacts of the American Revolution, Abigail Adams: Letter-Writing Revolutionary. Take Action!, Two Midnight Rides, Connect through LIterature: Another Spectacular Ride, Boy Soldier	
Engage	Inquiry Project	Engage	Inquiry Project
Investigate	People You Should Know The Government's Role in the Economy	Investigate	People You Should Know Citizenship in the United States
Lesson 1	The French and Indian War	Lesson 1	The Revolution Begins
Lesson 2	The Patriots, THe Loyalists, and the BRitish	Lesson 2	The Declaration of Independence
Lesson 3	The Colonies Rebel	Lesson 3	Defining Moments of the American Revolution
Take Action	More to Explore!	Lesson 5	Outcomes of the Revolution
		Take Action	Inquiry Project

	Chap 1	Chap 2	Chap 3	Chap 4	Chap 5	Chap 6	Chapt 7	Chapt 8	Arizona
DISCIPLINARY SKILLS AND PROCESSES									
Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.									
4.SP1.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.			★	★	★	★		★	
4.SP1.2 Compare life in specific historical time periods to life today.	★	★	★	★	★	★	★	★	
4.SP1.3 Generate questions about individuals and groups who have shaped significant historical events. Key individuals may include but are not limited to explorers, leaders (Mesoamerican, American Indian, and political), settlers, women, landowners, organizations, colonists, missionaries, and enslaved and free Africans			★	★					★
Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.									
4.SP2.1 Explain why individuals and groups during the same historical period differed in their perspectives on issues and events. Key issues may include but are not limited to slavery, exploration, property rights, and colonization		★	★	★					
4.SP2.2 Explain connections among historical contexts and people's perspectives at the time.			★	★					
Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.									
4.SP3.1 Develop questions about events and developments in the Americas.	★	★	★	★	★	★	★	★	
4.SP3.2 Compare information provided by different sources about events and developments in the Americas.	★	★	★	★	★	★	★	★	
4.SP3.3 Generate questions about multiple sources and their relationships to events and developments in the Americas.	★	★	★	★	★	★	★	★	★
4.SP3.4 Use information about a source including the author, date, place of origin, intended audience, and purpose to evaluate the extent to which the source is useful for studying a topic.									★
4.SP3.5 Construct and present arguments and explanations using reasoning, examples, and details with relevant information and data from multiple sources.	★	★	★	★	★	★	★	★	
4.SP3.6 Present summaries of arguments and explanations using print, oral, and digital technologies.	★	★		★	★	★	★	★	★

Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.									
4.SP4.1 Explain probable causes and effects of events and developments.	★	★	★	★	★	★	★	★	
4.SP4.2 Summarize the central claim in a secondary work of history.									★
4.SP4.3 Use evidence from multiple sources to develop and communicate claims about the causes and effects of events.		★		★	★	★			
CIVICS									
Civic virtues and democratic principles are key components of the American political system.									
4.C1.1 Analyze civic virtues and democratic principles or lack thereof within a variety of government structures, societies, and/or communities within the Americas. Key concepts include but are not limited to governmental structures, views on property ownership and land use, representative assemblies, town meetings, colonial legislatures, and royal governments throughout the Americas in the time period being studied.			★	★					
Citizens have individual rights, roles, and responsibilities.									
4.C2.1 Use primary and secondary sources to generate questions about the concepts and ideas such as liberty, justice, equality, and individual rights. Key concepts include but are not limited to oppression, slavery and the slave trade, indentured servitude, The Mayflower Compact, religious freedom, and European treatment of native cultures in the Americas	★	★	★	★					
ECONOMICS									
By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.									
4.E2.1 Examine concepts of scarcity, choice, opportunity cost, and risk. Key concepts include but are not limited to nomadic and sedentary societies, reasons for European exploration, triangular trade, Jamestown settlement, and the establishment of colonies	★	★	★				★		★
Individuals and institutions are interdependent within market systems.									
4.E3.1 Compare different industries, occupations, and resources as well as different forms of income earned or received that have shaped the Americas. Key concepts include but are not limited to societal roles of the individual in Mesoamerican civilizations, the emerging labor force in the colonies (cash crop farming, slavery, indentured servitude), resources and industries of the Southern, Middle, and New England Colonies, economic way of life in western Africa before the 16th century, and views on property ownership and land use between European settlers and American Indians		★	★						★
GEOGRAPHY									
The use of geographic representations and tools help individuals understand their world.									

4.G1.1 Use and construct maps and graphs to represent changes in the Americas over time. Key concepts include but are not limited to human and physical features of the Americas, trade and exploration routes, the location of civilizations and societies in the Americas including indigenous peoples, and settlement patterns including the development of the Southern, Middle, and New England Colonies	★	★	★	★					★
Human-environment interactions are essential aspects of human life in all societies.									
4.G2.1 Compare the diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Americas. Key concepts include but are not limited to disease, farming, family structure, housing, cultural assimilation, cultural amalgamation, climate, transportation, domestication of animals, clothing, recreation, and utilization of renewable and non-renewable natural resources	★	★	★						★
Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.									
4.G3.1 Explain how the location and use of resources affects human settlement and movement. Key concepts include but are not limited to theories about the peopling of the Americas, the Columbian Exchange, treatment of indigenous people, triangular trade, searches for trade routes to Asia that led to exploration and settlement of the Americas	★	★	★						★
Global interconnections and spatial patterns are a necessary part of geographic reasoning.									
4.G4.1 Explain the positive and negative effects of increasing economic interdependence on distinct groups, countries, and new settlements. Key concepts include but are not limited to trade, mercantilism, the development of new technologies, and the use of natural resources	★	★	★						
HISTORY									
The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.									
4.H1.1 Utilizing a variety of multi-genre primary and secondary sources, construct historical narratives about cultures, civilizations, and innovations in the Americas. Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before and after European exploration, enslaved and free Africans living in the colonies, British, French, Dutch, Spanish explorers and settlers, and the thirteen colonies	★	★	★	★					★
Cycles of conflict and cooperation have shaped relations among people, places, and environments.									
4.H2.1 Describe the cycles of conflict and compromise that occurred in the Americas during the convergence of Europeans, American Indians, and Africans in the Americas before and after European exploration		★	★	★					
4.H2.2 Analyze the different approaches used by the Spanish, Portuguese, British, and the French in their interactions with American Indians.		★	★						★
Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.									

4.H3.1 Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas. Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before European exploration Key concepts include but are not limited to the influence of colonial governments on constitutional government (fundamental rights, rule of law, representative government, voting rights, separation of powers), how enslaved Africans drew upon their African past along with elements of new cultures to develop a distinct African-American culture, how religious tensions in the New England Colonies established colonies founded on religious tolerance, ways in which society expresses itself (art, music, dance, crafts, and writings), and how religious beliefs of groups like the Quakers and Spanish missionaries led to questions about the morality of slavery and ideas of equality			★	★					★

History and Social Sciences and English Language Arts Crosswalk

Standard	ELA	ELP Standard	Rationale
4.SP1.3, 4.SP2.1, 4.SP2.2	4.RL.1, 4.RL.2 4.RL.3	Standard 1	When choosing literature to read, look to social studies content for examples. Students can demonstrate understanding of a text, determine a theme of a story, and describe the character of a story from the American civilizations and the early American colonies. Content Standards to pull literature from include the following: 4.C1.1, 4.C2.1, 4.E2.1, 4.E3.1, 4.G1.1, 4.G2.1, 4.G3.1, 4.G4.1, 4.H1.1, 4.H2.1, 4.H2.2, 4.H3.1
4.SP3.4, 4.SP3.5, 4.SP3.6	4.RL.4	Standard 2	When choosing literature to read, look to social studies for content examples. Students can determine the meaning of language found in social studies stories, explain the type of story, and compare and contrast points of view all using social studies. When choosing literature to read, look to social studies content for examples. Students can demonstrate understanding of a text, recount and paraphrase, and describe the character of Arizona stories. Content Standards to pull literature from include the following: 4.C1.1, 4.C2.1, 4.E2.1, 4.E3.1, 4.G1.1, 4.G2.1, 4.G3.1, 4.G4.1, 4.H1.1, 4.H2.1, 4.H2.2, 4.H3.1
	4.RL.5	Standard 1	
	4.RL.6		
4.SP3.6, 4.SP4.1, 4.SP4.2, 4.SP4.3, 4.C1.1, 4.C2.1, 4.E2.1, 4.E3.1, 4.G2.1, 4.G3.1, 4.G4.1, 4.H1.1, 4.H2.1, 4.H2.2, 4.H3.1	4.RL.7	Standard 1	Use social studies content in civics, economics, geography, and history to have students independently read grade-level appropriate literature.
	4.RL.9		
	4.RL.10		
4.SP1.1, 4.SP1.2, 4.SP1.3, 4.SP3.2, 4.SP4.2, 4.SP4.2	4.RI.1 4.RI.2, 4.RI.3	Standard 1	Content Standards to pull informational texts from included the following: 4.C1.1, 4.C2.1, 4.E2.1, 4.E3.1, 4.G1.1, 4.G2.1, 4.G3.1, 4.G4.1, 4.H1.1, 4.H2.1, 4.H2.2, 4.H3.1
	4.RI.4	Standard 2	
	4.RI.5, 4.RI.6		
4.SP3.6	4.RI.7	Standard 1	
4.SP3.4	4.RI.8	Standard 8	
4.SP3.5, 4.SP4.3	4.RI.9		
4.SP3.6, 4.SP4.1, 4.SP4.2, 4.SP4.3, 4.C1.1, 4.C2.1, 4.E2.1, 4.E3.1, 4.G2.1, 4.G3.1, 4.G4.1, 4.H1.1	4.RI.10		Use social studies content in civics, economics, geography, and history to have students independently read grade-level appropriate informational texts.
4.C1.1, 4.C2.1, 4.E2.1, 4.E3.1, 4.G1.1, 4.G2.1, 4.G3.1, 4.G4.1, 4.H1.1, 4.H2.1, 4.H2.2, 4.H3.1	4.W.1	Standards 4, 8, 9	Use the content standards for civics, economics, geography, and history to write opinion pieces, explanatory texts, and narratives. With guidance, students use those same content standards to write research and present their findings.
	4.W.2, 4.W.3	Standards 3, 9	
	4.W.4	Standard 9	
	4.W.5	Standard 5	
	4.W.6	Standard 6	
	4.W.7, 4.W.8, 4.W.9	Standard 7	
	4.W.10		
4.SP1.2, 4.SP1.3, 4.SP2.1, 4.SP2.2, 4.SP3.1, 4.SP3.2, 4.SP3.6	4.SL.1	Standard 6	Use the content standards for civics, economics, geography, and history to collaborate with partners in discussions and to practice discussion norms and the appreciation of varied points of view. Students can also use the content standards to tell stories, create recordings and produce complete sentences about what they have read and studied. Use social studies content standards to fulfill this requirement. These include 4.C1.1, 4.C2.1, 4.E2.1, 4.E3.1, 4.G1.1, 4.G2.1, 4.G3.1, 4.G4.1, 4.H1.1, 4.H2.1, 4.H2.2, 4.H3.1
	4.SL.2	Standard 1	
	4.SL.3	Standard 8	
4.SP3.4, 4.SP3.5, 4.SP3.6	4.SL.4	Standards 3, 4, 7, 9	
	4.SL.5		
	4.SL.6	Standards 5, 9	
	4.L.1, 4.L.2, 4.L.3	Standards 3, 10	Use social studies stories to identify English conventions, knowledge of the language, and to increase vocabulary and background knowledge to develop better word relationships and word meanings.
	4.L.4, 4.L.5	Standard 2	
	4.L.6	Standards 4, 5, 8	

The AZ History and Social Science Standards are organized into five social studies content areas. Within these content areas are four to five major core concepts referred to as Anchor Standards. There are twenty-one Anchor Standards. Seventeen of these Anchor Standards center around the content areas of civics, economics, geography, and history. The remaining four standards focus on the disciplinary skills and processes that all students need to know and apply to any historical era, context, or content area.

Disciplinary Skills and Process	Civics	Economics	Geography	History
SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present	C1: Civic virtues and democratic principles are key components of the American political system.	*E1: A financially literate individual understands how to manage income, spending, and investment.*	G1: The use of geographic representations and tools helps individuals understand their world.	H1: The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.
SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.	C2: Citizens have individual rights, roles, and responsibilities.	E2: By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.	*G2: Human-environment interactions are essential aspects of human life in all societies.*	H2: Cycles of conflict and cooperation have shaped relations among people, places, and environments.
SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.	*C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.*	E3: Individuals and institutions are interdependent within market systems. *E4: The domestic economy is shaped by interactions between government, institutions, and the private sector.*	G3: Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface	H3: Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.
SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.	*C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.*	*E5: The interconnected global economy impacts all individuals and groups in significant and varied ways.*	G4: Global interconnections and spatial patterns are a necessary part of geographic reasoning.	*H4: Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world*.