**English Language Arts**

**Language Standards**

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Acquire and use accurately grade-appropriate general academic and domain-specific works and phrases.

**Reading Standards**

- Refer to details and examples in text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine the main idea of a text and explain how it is supported by key details.
- 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.
- Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.
- Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
- Explain how an author uses reasons and evidence to support particular points in a text.

**Writing Standards**

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
Speaking and Listening

- Engage effectively in a range of collaborative discussions (one-one-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
- Paraphrase portions of a text read aloud or information presented.
- Identify the reasons and evidence a speaker provides to support particular points.
- 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.

The district incorporates a balanced literacy approach as part of a comprehensive program that is used to teach reading and writing.

The Units of Study format along with a workshop model is the framework for the delivery of instruction. Leveled reading materials along with guided and independent reading develop and support the skills that are necessary to provide literacy at the grade level.

During the writing workshop, students are invited to live, work and learn as writers. Students work as professional authors do, cycling through the eight stages of the writing process. They observe their lives and the world around them while collecting, drafting, revising, editing, and publishing well-crafted narrative and expository texts. Students receive direct instruction from a minilesson, during which the teacher explicitly teaches a skill proficient writers use when writing. Students then have time to write, applying writing skills and strategies they have learned while receiving feedback through one-on-one conferences and small group instruction. Throughout the revising stage, students will enhance their writing with sensory details, voice and adding an emotional connection. Prior to publishing, students will use strategies to edit their writing for grammar, spelling and punctuation.

### Reading Grade 4 Units

**Interpreting Characters: The Heart of the Story**
Children study the complexity of characters and explore while developing skills such as inference and interpretation.

**Reading the Weather, Reading the World**
Children form research teams to delve into topics about extreme weather and natural disasters while developing their skills in cross-text synthesis, practicing close reading, comparing and contrasting, and evaluating sources to determine credibility.

**Reading History: The American Revolution**
Children study multiple points of view, support a position with reasons and evidence, tackle complex texts, and learn strategies for using new domain-specific words.

**Historical Fiction Clubs**
Children practice reading analytically, synthesizing complicated narratives, comparing and contrasting themes, and incorporating nonfiction research into their reading.

### Writing

In grade 4, students will be crafting a piece of Realistic Fiction. Students will create a story and characters based on a personal experience. Students will focus on writing a story with all the necessary story elements and then, add details to bring their story to life. For their expository writing, students will be writing Who Would Win? Books based of the writing of author Jerry Pallotta. Their writing will connect to the fourth grade science standard of how animals process information. Students will engage in research through books, articles and multimedia. The research reports will include comparisons of two animals including text features and content specific vocabulary.

### Additional Resources

The Pearson EnVision 2.0 Common Core Math Program serves as a primary instructional resource.

For more information regarding EnVision 2.0 please visit
http://www.pearsonschool.com/index.cfm?locator=PS2nU9

Scope and Sequence

NYS Standards

Operations and Algebraic Thinking
• Use the four operations with whole numbers to solve problems.
• Gain familiarity with factors and multiples.
• Generate and analyze patterns.

Number and Operations in Base Ten
• Generalize place value understanding for multidigit whole numbers.
• Use place value understanding and properties of operations to perform multi-digit arithmetic.

Number and Operations—Fractions
• Extend understanding of fraction equivalence and ordering.
• Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
• Understand decimal notation for fractions, and compare decimal fractions.

Measurement and Data
• Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
• Represent and interpret data.
• Geometric measurement: understand concepts of angle and measure angles.

Geometry
• Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

Math Topics to be covered

- Place value
  o Place/value of a Number Through Millions
  o Standard/Expanded/Written Form
  o Place Value Relationships
  o Compare Whole Numbers
  o Round Whole Numbers
  o Problem Solving

- Add & Subtract Multi – Digit Numbers
  o Mental Math Strategies (Sums & Differences)
  o Properties of Addition
  o Estimate Sums & Differences
  o Add Whole Numbers
  o Subtract Whole Numbers
  o Subtract Across Zeros
  o Bar Diagrams to Represent Word Problems

- Multiplication Facts/Properties
  o Intro to Basic Facts
  o Multiply by Multiples of 10, 100, 1,000
  o Properties of Multiplication
  o Estimate Products
  o Distributive Property (Break Apart)
  o Arrays/Partial Products
  o Standard Algorithm
  o Multiply multi-digit (up to 4 digits) x 1 digit
  o Bar Diagrams to Represent Multiplication
Mathematics (cont’d)

- Multiply 2 Digits x 2 Digits
  - Mental Math – Multiply by multiples of 10
  - Arrays & Area Models to Show Double Digit Multiplication
  - Estimate Products (2 digit x 2 digits)
  - Arrays/4-Square/Partial Products
  - Distributive Property (2 digit x 2 digit)
  - Multiply 2 Digits by Multiples of 10
  - Standard Algorithm (2 digits x 2 digits)
  - Problem Solving

- Divide by 1 Digit Numbers
  - Mental Math (Multiples of 10)
  - Compatible Numbers to Estimate Quotients
  - Interpret Remainders
  - Concept of Division – Sharing
  - Divide by 1 Digit Numbers (dividend up to 4 digits)
  - Standard Algorithm
  - Bar Diagrams to Represent Division

- Factors
  - Composite/Prime Numbers
  - Multiples

- Fractions
  - Equivalent
  - Comparing/Ordering

- Fractions (adding/subtracting with like denominators)
  - Estimating
  - Add/Subtract Mixed Numbers

- Multiplying Fractions

- Line Plots

- Decimals
  - Number line
  - Comparing
  - Adding

- Measurement
  - Length
  - Capacity
  - Weight
  - Area/Perimeter

- Patterns

- Geometry
  - Lines, Rays, Angles
  - Measuring and Drawing Angles
  - Add/Subtract Angles
  - Classify Triangles and Quadrilaterals
  - Symmetry

Additional Resources
https://www.pearsonsuccessnet.com/snpapp/logi
n/PsnLandingPage.jsp?showLandingPage=true

Compass Learning
**Science**

Through the studying of natural phenomena students will make observations and conduct investigations to test their claims and designs and come up with solutions to essential questions. They will practice the skills of observation, measurement, classifying and inferencing.

<table>
<thead>
<tr>
<th>NYSSLS (New York State Science Learning Standards)</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Energy</td>
</tr>
<tr>
<td>➢ Waves: Waves and Information</td>
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<tr>
<td>➢ Structure, Function, and Information Processing</td>
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<tr>
<td>➢ Earth’s Systems: Processes that Shape the Earth</td>
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<tr>
<th>Topics to be covered</th>
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<tbody>
<tr>
<td>➢ Plants – classifying, parts and functions reproduction</td>
</tr>
<tr>
<td>➢ Animals-classifying, adaptations, survival, behaviors</td>
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<tr>
<td>➢ Ecosystems food chains webs</td>
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<tr>
<td>➢ Matter-properties, changes phases measuring/weighing</td>
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<tr>
<td>➢ Work/Energy-force motion, machines</td>
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<td>➢ Magnets/Electricity</td>
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**Social Studies**

Grade 4 Social Studies is focused on New York State and local communities and their change over time, incorporating the study of geography, history, economics, and government.

<table>
<thead>
<tr>
<th>Social Studies Areas of study during the Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Geography of New York State</td>
</tr>
<tr>
<td>➢ Native American Groups and the Environment</td>
</tr>
<tr>
<td>➢ Colonial and Revolutionary Period in New York</td>
</tr>
<tr>
<td>➢ Government</td>
</tr>
<tr>
<td>➢ In Search of Freedom and A Call for Change</td>
</tr>
<tr>
<td>➢ Westward Movement and Industrialization</td>
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<tr>
<td>➢ Immigration and Migration from the Early1800S to the Present</td>
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<td>➢ Oceans</td>
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<td>➢ Maps</td>
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<tr>
<td>➢ Globes</td>
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<tr>
<td>➢ NY State</td>
</tr>
<tr>
<td>➢ Regions</td>
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<tr>
<td>➢ Waterway</td>
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<tr>
<td>➢ Resources</td>
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<tr>
<td>➢ Landforms</td>
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<tr>
<td>➢ Climate &amp; Weather</td>
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<tr>
<td>➢ Native Americans</td>
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<tr>
<td>➢ The First People</td>
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<tr>
<td>➢ Iroquois</td>
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<tr>
<td>➢ Algonkian</td>
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<tr>
<td>➢ Explorers of NY</td>
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<td>➢ Verrazano</td>
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<tr>
<td>➢ Hudson</td>
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<td>➢ Champlain</td>
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<tr>
<td>➢ Colonial Times</td>
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<tr>
<td>➢ Revolutionary Period</td>
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<tr>
<td>➢ Government (A Call for Change)</td>
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**Additional Resources**