

Subject	Domain	Practice	Standard
<b>ELA</b>	Reading	Fluency	RF.4.4c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	Reading	Key Ideas and Details	RI.4.6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
	Writing	Text Types and Purposes	W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	Writing	Production and Publishing	W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
	Speaking and Listening	Presentation of knowledge and ideas	SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
	Language	Vocabulary	L.4.5c: Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
<b>Math</b>	Operations and Algebraic Thinking	Uses the four operations with whole numbers to solve problems	OA.A.2: Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
	Operations and Algebraic Thinking	Gains familiarity with factors and multiples	OA.B.4: Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.
	Operations and Algebraic Thinking	Generates and analyzes patterns	OA.C.5: Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.
	Number and Operations In Base Ten	Use place value understanding and properties of operations to perform multi-digit arithmetic.	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.

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	Number and Operations - Fractions	Extends understanding of fraction equivalence and ordering	NBF.A.2: Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$ . Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$ , $=$ , or $<$ , and justify the conclusions, e.g., by using a visual fraction model.
<b>Social Studies</b>	Appying Disciplinary Tools and Concepts	History: Perspectives and informed arguments using historical sources.	HIST.9.a: Summarize how different kinds of sources can be used to understand the settlement and resettlement of individuals and groups (e.g., census records, diary entries, oral histories, monuments, secondary sources)
	Evaluating Sources and Using Evidence	Develops claims and uses evidence	4.INQ.3.B: Identify evidence response to a compelling question while determining among fact and opinion to determine the credibility of multiple sources.
<b>Science</b>	Physical Science	Energy: Waves and information	PS3-3 :Ask questions and predict outcomes about the changes in energy that occur when objects collide.
<b>Art</b>	Creating	Generates and conceptualizes artistic ideas and work	VA:Cr1.1.4a: Create works of art that reflect community cultural traditions.
	Presenting	Develops and refines artistic techniques and work for presentation	VA:Pr5.1.4a: Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats.
	Connecting	Synthesizes and relates knowledge and personal experiences to make art	VA:Cn10.1.4a:Create works of art that reflect community cultural traditions.
<b>Music</b>	Creating	Imagines: Generates musical ideas	MU:Cr1.1.4b Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters
	Performing	Presents: Performs to the audience	MU:Pr6.1.4a: Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.
	Performing	Rehearses, Evaluates, and Refines: Performances	MU:Pr5.1.4b: Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.
	Motor Skills	Demonstrates competency in a variety of motor skills and movement patterns.	S1.E6.4: Demonstrates and applies mature patterns in catching in a variety of developmentally appropriate stationary tasks and activities.
	Motor Skills	Demonstrates competency in a variety of motor skills and movement patterns.	S1.E20.4: Dribbles with hands or feet in combination with other skills (e.g., passing, receiving, shooting).

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<b>Physical Education</b>	Movement Concepts	Applies knowledge of concepts, principals, strategies, and tactics related to movement and performance.	S2.E3.4B:Applies the concepts of direction and force when striking an object with a shorthanded implement, sending it toward a designated target.
	Self-Motivation and Self-Regulation	Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.	S5.E4.4: Demonstrates the ability to describe and compare the positive social interactions when engaged in partner, small group, and large group physical activities.
<b>Design Lab</b>	Engineering, Technology, and Applications of Science	ISTE 1.4 Innovative Designer	1.4.B: Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
		Engineering Design	4-ETS1-2: Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the Problem.
<b>Spanish</b>	Communication	Uses language to communicate with others	S.1.6 Ask and state location of places and things, (e.g., "Where is the zoo? The zoo is near the park.").
		Understands what others communicate	S.2.1 Understand and use correctly interaction, pronunciation and stress (e.g., recites aloud).
	Connections	Uses information from sources in Spanish	S.6.2 Research and make a typical craft of the native culture(s) (e.g., Mardi Gras or African Mask, origami, piñata, etc.)
	Comparrisons Among Languages	Shows an understanding of similarities, differences, and interactions across langauges and cultures.	S.7.2 Recognize simple cognates. Identify through listening and reading which words from a list are cognates.