

# Washburn Elementary Curriculum: 4<sup>th</sup> Grade

## Quarter 1

### English Language Arts

- RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words. • 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. See L.4.6 for additional spelling/encoding/word analysis guidance.
- **RF.4.4 Read with sufficient accuracy and fluency to support comprehension.** a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **R.4.2 Summarize texts, from a variety of genres, to determine a theme or central idea and explain how it is supported by key details. (RI&RL)**
- **R.4.3 Describe a character (traits, motivations, and/or feelings), setting, or event, drawing on specific details in the text. (RL)** Explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI)
- **L.4.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:**
  - a. Capitalization.
  - b. Commas and quotation marks for quotations.
  - c. Commas in compound sentences.
  - d. Spell grade-level words correctly using reference materials to solve words as needed.

### Mathematics

- Finding and comparing multiples and factors of whole numbers 4.OA.4
- Determining, generating, and explaining patterns 4.OA.5
- Recognizing and explaining the value of each digit in a multi-digit whole number 4.NBT.1
- **Reading, writing, and comparing multi-digit whole numbers in a variety of forms 4.NBT.2**
- **Rounding multi-digit whole numbers 4.NBT.3**
- **Adding and subtracting multi-digit whole numbers 4.NBT.4**
- Interpreting the meaning behind a multiplication equation 4.OA.1
- Solving multiple step word problems using a symbol for the unknown and interpreting remainders 4.OA.2, 4.OA.3

### Science

- Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents
- Apply scientific ideas to design, test, and refine a device that converts energy from one form to another form
- Define a simple design problem reflecting a need or want that includes specified criteria for success and constraints on materials, time, or cost
- Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and the constraints of the problem
- Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved
- Generate and compare multiple solutions that use patterns to transfer information

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- W.4.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
- W.4.3 Create writing that utilizes:
  - a. Organization: include an introduction that establishes a purpose and provides a concluding statement related to the body of the composition. Structure of text reflects the purpose.
  - b. Transitions: use of phrases to signal event order and to link and build connections between ideas, text, and events.
  - c. Word Choice (including domain specific): experiments with words to provide emphasis, addition, contrast, or order to connect themes and ideas.

- Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment

### Social Studies

- SS.Hist4.b.i Describe the significance of the intended audience of a primary or secondary source.
- SS.Hist4.c.i Describe the intended purpose of a specific primary or secondary source.
- SS.Geog1.c.4-5 Create and label a map (paper or digital) of the local community, state, tribal lands, and country, including both physical (e.g., oceans and continents) and human (e.g., roads, buildings) characteristics. Identify and construct regions (digital or paper) in Wisconsin and the United States.
- SS.Geog2.d.4-5 Summarize positive and negative factors of cities. Identify the location and patterns of cities within our state and country.
- SS.Geog4.a.4 Describe how certain places may have meanings that distinguish them from other places (e.g., cemetery, places of worship, state or national parks, historical park, or battlefield). Compare and contrast the human characteristics of rural, suburban, urban, and tribal locations in Wisconsin and the United States. Identify and describe how people may view places in the community differently (e.g., students and senior citizens responding to a new playground).
- SS.BH1.b.4 Describe how culture, ethnicity, race, age, religion, gender, and social class can help form self-image and identity.
- SS.Inq1.b.i Develop a list of questions that support the research through discussion and investigation to guide inquiry.
- SS.Inq2.a.i Gather a variety of resources into categories to guide the inquiry.

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## Quarter 2

### English Language Arts

- R.4.5 Identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. (RL) **Identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution.** (RI)
- R.4.6 In literary text, compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (RL) In informational text, compare and contrast a primary and secondary source on the same event or topic. (RI)
- SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats.
- L.4.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:
  - a. Relative pronouns and adverbs.
  - b. Prepositional phrases.
  - c. Order of adjectives.
  - d. Adjectives, adverbs, conjunctions.
  - e. Compound and complex sentences.
  - f. Easily confused words (e.g., to, too, two).
- W.4.5 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. Respond to questions and suggestions from peers, and add details to strengthen writing as needed by planning, revising, and editing.
- W.4.2 **Write text in a variety of modes: b. Informative texts** in which they clearly introduce a topic, group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid

### Mathematics

- **Multiplying multi-digit whole numbers** 4.NBT.5
- **Dividing multi-digit whole numbers** 4.NBT.6

### Science

- Generate and compare multiple solutions that use patterns to transfer information
- Use evidence to construct an explanation relating the speed of an object to the energy of that object
- Ask questions and predict outcomes about the changes in energy that occur when objects collide
- Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move
- Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen
- Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment

### Social Studies

- SS.BH2.a.4-5 Compare how people from different cultures solve common problems, such as distribution of food, shelter, and social interactions.
- SS.PS1.b.4-5 Summarize the contributions of historically significant people during the period of early United States history to the development of our political culture. Differentiate between freedom, justice, equality, rights, responsibilities, and citizenship. Apply key elements of the Wisconsin Constitution to the local community.
- SS.BH1.a.4 Describe how a person's understanding, perceptions, and behaviors are affected by relationships and environments.

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comprehension. Use facts, definitions and details to develop points.

- W.4.7 Conduct short inquiry projects that build knowledge through investigation of different aspects of a topic.
- W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.
- W.4.9 Recall and use facts from literary or informational texts to support analysis, reflection, and inquiry.

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## Quarter 3

### English Language Arts

- R.4.1 Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)
- R.4.4 Determine the meaning of words, phrases, figurative language, academic, and content-specific words within a text. (RI&RL)
- **R.4.7 Explain how text features (e.g., charts, graphs, diagrams, timelines, animations, and illustrations) contribute to an understanding of the text. (RI&RL)**
- SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.
- L.4.2 Determine or clarify the meaning of unknown and multiple meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
  - a. Use context as a clue to the meaning of a word or phrase.
  - b. Consult print and digital reference materials for meaning and pronunciation.
- L.4.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - a. Determine the meaning of words and phrases as they are used in a text, including figurative language such as similes and metaphors.
  - b. Explain common idioms and proverbs.
  - c. Understand words by relating them to synonyms and antonyms.
  - d. Make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).
- **W.4.6 With some guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration**

### Mathematics

- Recognizing, generating, and explaining equivalent fraction 4.NF.1
- Comparing two fractions with different numerators and denominators 4.NF.2
- **Adding and subtracting fractions by composing, decomposing, working with mixed numbers, and solving word problems 4.NF.3(A,B,C,D)**
- **Expressing equivalent fractions with base ten denominators 4.NF.5**
- **Multiplying fractions by whole numbers by understanding multiples and solving word problems 4.NF.4**
- Representing fractions using decimal notation 4.NF.6
- Comparing two decimals by reasoning about their size 4.NF.7

### Science

- Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction
- Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways

### Social Studies

- SS.PS3.b.3-4 Provide examples of how various types of media are used in elections and government. Compare and contrast the multiple roles people play in elections. Analyze the roles civic institutions play in their lives, their community, and beyond (e.g., schools, community groups, religious institutions).
- SS.PS4.a.i Compile relevant information to form a political argument taking other points of view into account.

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<p>with peers. Learn to produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of one page in a single sitting).</p> <ul style="list-style-type: none"><li>• <b>W.4.2 Write text in a variety of modes: c. Convey events, real or imagined, through narrative/short stories</b> which orients a reader by establishing a real or imagined situation and introducing a narrator and characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</li><li>• <b>SL.4.5</b> Integrate audio and visual content in presentations to enhance the development of main ideas or themes.</li></ul>	<ul style="list-style-type: none"><li>• <b>SS.PS3.a.4-5</b> Investigate reasons why citizens participate in elections. Identify their role in government at the local, state, tribal, and federal levels.</li><li>• <b>SS.Econ1.b.4</b> Infer potential incentives in a real-world situation.</li><li>• <b>SS.Econ2.b.4-5</b> Assess the roles of consumers (demand), producers (supply), prices, non-price factors (e.g., drought or a fad item), and competition in the product market.</li><li>• <b>SS.Econ3.a.4</b> Investigate how the cost of things changes over time.</li><li>• <b>SS.Inq4.b.i</b> Evaluate the strength of a claim, evidence, and communication using criteria established by both teacher and student.</li></ul>
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## Quarter 4

### English Language Arts

- R.4.8 Explain how claims in a text are supported by relevant reasons and evidence. (RI)
- R.4.9 Recognize genres and make connections to other texts, ideas, cultural perspectives, identities, eras, personal events, and situations. (RI&RL)
- L.4.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
  - a. Compare and contrast the ways in which language is used in familiar and unfamiliar contexts (e.g., at home, outside of their own communities, by diverse authors and speakers).
  - b. Determine the language demands of varied writing and speaking situations; respond appropriately (e.g., formal writing and presentations; personal writing and conversations).
  - c. Identify examples of precise and concise language when reading; choose words and phrases to convey ideas precisely when writing and speaking.
  - d. Choose punctuation for effect.
- L.4.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. a. Identify and use phrases 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).
- SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly.

### Mathematics

- Using line plots to display measurements and solve problems with fractions 4.MD.4
- Converting measurement units within one system of measurement 4.MD.1
- Solving multi-step word problems by converting, comparing, and manipulating measurement quantities 4.MD.2
- **Applying areas and perimeter formulas to real world problems** 4.MD.3
- Recognizing angles as two rays with a common end point 4.MD.5 (A,B)
- **Measuring, sketching, and explaining angles** 4.MD.5(A,B), 4.MD.6
- Solving for unknown angles 4.MD.7
- Drawing and identifying points, lines, line segments, rays, angles, and perpendicular and parallel lines 4.G.1
- Classifying two dimensional shapes according to lines and angles 4.G.2
- Recognizing and drawing lines of symmetry 4.G.3

### Science

- Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation
- Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time
- Analyze and interpret data from maps to describe patterns of Earth's features
- Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans

### Social Studies

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<ul style="list-style-type: none"> <li>○ a. Come to discussions prepared, explicitly draw on topics and texts along with personal knowledge and experiences to explore ideas under discussion.</li> <li>○ b. Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).</li> <li>○ c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</li> <li>○ d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> </ul> <ul style="list-style-type: none"> <li>• SL.4.4 Report on a topic or text, tell a story, read a poem, or recount an experience in an organized manner, using facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation.</li> <li>• W.4.4 Produce clear and coherent writing in which the development and organization are culturally sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</li> <li>• <b>W.4.2 Write text in a variety of modes: a. Opinion pieces in</b> which the student introduces the topic or text they are writing about, state an opinion and create an organizational structure in which related ideas are grouped to support the writer's purpose. List reasons that support the opinion.</li> </ul>	<ul style="list-style-type: none"> <li>• SS.BH4.a.i Classify technologies based on intended use, access, and design, and how they might change people's lives (for better or worse).</li> <li>• SS.Hist3.a.i Compare events in Wisconsin history to a current issue or event.</li> <li>• SS.Hist3.b.i Identify different historical perspectives regarding people and events in the past.</li> <li>• SS.Hist2.a.i Describe patterns of continuity over time in the community, state, and the United States.</li> <li>• SS.Geog3.b.4 Classify various ways that people and countries depend on one another. Summarize how transportation and communication have changed economic activities over time.</li> <li>• SS.Hist2.b.i Describe patterns of change over time in the community, state, and the United States.</li> </ul>
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