PUSD 4th Grade Summary of Standards

QUARTER 1

READING - Quarter 1

__Poetry, Drama, Prose - 4.RL.05__ Explain the overall structure and major differences between poetry, drama, and prose.
__Character, Setting, Plot - 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).
__Point of View - 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.
__Information Text Structure - 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.

MATH - Quarter 1

__Place Value to 1,00,000 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.
__Rounding - 4.NBT.A.3__ Use place value understanding to round multi-digit whole numbers to any place.
__Addition and Subtraction - 4.NBT.B.4__ Fluently add and subtract multi-digit whole numbers using a standard algorithm.
__Multiples of 10 - 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.
__Factors and Multiples - 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.
__Multiplication - 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.

SCIENCE - Quarter 1

__Earth's Systems and Processes - 4.E1U1.6__ I can 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. (Continues into Q2)
__Rocks, Fossils and Landforms - 4.E1U1.7__ I can 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. (Continues into Q2)
__Water - 4.E1U3.9__ I can construct and support an evidence-based argument about the availability of water and its impact on life. (Continues into Q2)

WRITING - Quarter 1

-none assessed at this time

SOCIAL STUDIES - Quarter 1

Maps and Graphs - 4.SS.G1.1 I can analyze and construct maps and graphs to represent changes in the Americas over time.
Human Adaptations and Impacts - 4.SS.G2.1 I can compare and contrast different ways people/groups of people have impacted and adapted to the environment of the Americas.

QUARTER 2

READING – Quarter 2

<u>Main Idea/Details/Summarizing - 4.RI.2</u> Determine the main idea of a text and explain how it is supported by key details; summarize the text.
<u>Author's Reason/Evidence - 4.RI.8</u> Explain how an author uses reasons and evidence to support particular points in a text.
<u>First and Secondhand Accounts - 4.RI.6</u> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus, and the information provided.
<u>Inferences: Information - 4.RI.1</u> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

<u>MATH</u>

4.M.NBT.B.06 (5 days) Demonstrate understanding of division by finding whole-number quotients and remainders with up to four-digit dividends and one-digit divisors.
4.M.MD.A.03 (5 days) Apply the area and perimeter formulas for rectangles in mathematical problems and problems in real-world contexts including problems with unknown side lengths.
4.M.OA.A.02 (5 days) 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).
4.M.NF.A.01 (5 days) 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.
4.M.NF.B.03a-d (5 days) 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.
4.M.NF.B.04a-c (5 days) Build fractions from unit fractions. a. Understand a fraction *aa bb* as a multiple of a unit fraction 1 *bb* . In general, *aa bb* = a x 1 *bb* . b. Understand a multiple of *aa bb* as a multiple of a unit fraction 1 *bb* , and use this understanding to multiply a whole number by a fraction. In general, n x *aa bb* = *nn xx aa bb* . c. Solve word problems involving multiplication of a whole number by a fraction. For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?
4.M.NF.A.02 (5 days) 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.

<u>SCIENCE</u>

4.E1U1.5: I can use models to explain seismic waves and their effect on the Earth. (Continued from Q1)
4.E1U1.6: I can 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. (Continued from Q1)
4.E1U1.7: I can 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. (Continued from Q1)
4.E1U1.8: I can collect, analyze, and interpret data to explain weather and climate patterns. (Continued from Q1)
4.E1U3.9: I can construct and support an evidence-based argument about the availability of water and its impact on life. (Continued from Q1)
4.E1U2.10: I can define problem(s) and design solution(s) to minimize the effects of natural hazards. (Continued from Q1)

WRITING

4.W.01 (35 days) Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented.
4.W.06 (5 days) 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. *Informally assessed by teachers in the classroom. Not by a common formative assessment.*
4.L.02bc (10 days) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence.
4.W.09 (10 days) Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards to literature. b. Apply grade 4 Reading standards to informational texts.
4.L.04b (5 days) 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.

> b. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

4.W.07 (10 days) Conduct short research projects that build knowledge through investigation of different aspects of a topic.
4.L.04.ac (5 days) 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. a. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c. Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.
4.L.05 (5 days) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their synonyms and antonyms.
4.W.08 (5 days) 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.

SOCIAL STUDIES

4.SS.H1.01 (10 days) I can compare primary and secondary sources about cultures, civilizations, and innovations in the Americas.
4.SS.H3.01 (45 days) I can examine how economic, political, and religious ideas and institutions have influenced the development of individual rights and responsibilities in the Americas.

QUARTER 3

READING – Quarter 3

Inferences: 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.
Theme - 4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
Compare/Contrast Themes - 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) in stories, myths, and traditional literature from different cultures.
Figurative Language - 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.

MATH

4.M.NF.C.06 (5 days) Use decimal notation for fractions with denominators 10 (tenths) or 100 (hundredths), and locate these decimals on a number line.
4.M.NF.C.07 (5 days) 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 <.
4.M.NF.C.05 (5 days) 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.)
4.M.G.A.01 (5 days) Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
4.M.MD.C.05 (5 days) 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.
4.M.MD.C.06 (5 days) Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
4.M.MD.C.07 (5 days) 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.

4.M.G.A.02 (5 days) 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).
4.M.G.A.03 (5 days) 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.

<u>SCIENCE</u>

4.L4U1.11: I can analyze and interpret environmental data to demonstrate that species either adapt and survive, or go extinct over time.
4.P2U1.3: I can develop and use a model to demonstrate magnetic forces.
4.P4U1.1: I can develop and use a model to demonstrate how a system transfers energy from one object to another even when the objects are not touching.
4.P4U1.2: I can develop and use a model that explains how energy is moved from place to place through electric currents. (Continues into Q4)
4.P4U3.4: I can engage in argument from evidence on the use and impact of renewable and nonrenewable resources to generate electricity. (Continues into Q4)

<u>WRITING</u>

4.W.04 (20 days) 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).
4.W.09 (20 days) Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards to literature. b. Apply grade 4 Reading standards to informational texts.

<u>SOCIAL STUDIES</u>

4.SS.E2.01 (10 days) I can examine concepts of scarcity, choice, opportunity cost, and risk.
4.SS.G3.01 (15 days) I can draw conclusions about how the location and the use of resources affected human settlement and movement.
4.SS.G4.01 (15 days) I can explain positive and negative effects of increasing economic interdependence on distinct groups, countries, and new settlements.
4.SS.H2.01 (10 days) I can describe the conflict and compromise that occurred in the Americas before and after the European exploration.
4.SS.H2.02 (5 days) I can analyze the different approaches used by Spanish, Portuguese, British, and French interactions with the American Indians.

QUARTER 4

<u>READING</u>

None - Test prep/review

<u>MATH</u>

4.M.MD.A.01 (10 days) 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. 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).
4.M.MD.A.02 (5 days) 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.
4.M.OA.C.05 (5 days) 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).
4.M.MD.B.04 (5 days) 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.

SCIENCE

4.P4U1.4: I can develop and use a model that explains how energy is moved from place to place through electric currents. (Continued from Q3)
4.P4U3.4: I can engage in argument from evidence on the use and impact of renewable and nonrenewable resources to generate electricity. (Continued from Q3)

WRITING

4.W.03 (20 days) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
c. Use a variety of transitional words and phrases to manage the sequence of events.
d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
e. Provide a conclusion that follows from the narrated experiences or events.

SOCIAL STUDIES

4.SS.C1.01 (10 days) I can analyze civic virtues and democratic principles within a variety of government structures during the 1600 and 1700's.

4.SS.C2.01 (10 days) I can generate questions about the concepts and ideas of individual rights, roles, and responsibilities.
4.SS.G1.01 (15 days) I can analyze and construct maps and graphs to represent changes in the Americas over time.
4.SS.G2.01 (10 days) I can compare and contrast different ways people/groups of people have impacted and adapted to the environment of the Americas.
4.SS.G4.01 (15 days) I can explain positive and negative effects of increasing economic interdependence

on distinct groups, countries, and new settlements.
4.SS.H1.01 (10 days) I can compare primary and secondary sources about cultures, civilizations, and innovations in the Americas.
4.SS.H3.01 I can examine how economic, political, and religious ideas and institutions have influenced the development of individual rights and responsibilities in the Americas.

YEARLY/ADDITIONAL

<u>READING</u>

4.R.RI.07 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
4.R.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.
4.R.RF.04ab Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
4.R.RF.03 Know and apply phonics and word analysis skills in decoding multisyllabic words in context and out of context. a. Use combined knowledge of all letter-sound correspondences to read unfamiliar multisyllabic words accurately. b. Apply knowledge of the six syllable patterns to read grade level words accurately. c. Use combined knowledge of morphology (e.g., roots and affixes) to read grade level words accurately.
4.R.RF.04c c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
4.R.RI.03 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
4.R.RL.07 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.

4.R.RI.09 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
4.R.RI.04 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
4.R.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.

<u>MATH</u>

4.M.OA.A.03: 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.M.OA.A.01: 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.M.OA.C.06: When solving problems, assess the reasonableness of answers using mental computation

and estimation strategies including rounding.

SOCIAL STUDIES

4.SS.E3.01 I can compare different industries, occupations, and resources that have shaped the Americas.
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
4.SP2.2 Explain connections among historical contexts and people's perspectives at the time.
4.SP3.1 Develop questions about events and developments in the Americas.
4.SP3.2 Compare information provided by various 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.
4.SP.4 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.