Fourth Grade Pacing Guide

Quarter 2 Cedar Fork Elementary 2015-2016			
Reading	Writing	Speaking and Listening	Language
Reading Foundation ***Phonics and Word Recognition*** **RF4.3a** Know and apply Grade level phonics and word analysis 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. ***Fluency*** **RF4.4b** Read with sufficient accuracy and fluency to support comprehension. Read on level text orally with accuracy, appropriate rate, and expression on successive readings. **RF4.4c** Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary **Reading Informational Texts** ***Key Ideas and Details*** RI4.3-Explain events, procedures, ideas, or concepts in historical, scientific, or technical text, including what happened and why, based on specific information in the text. ***Craft and Structure*** **RI4.4** Determine the meaning of general academic and domain specific words or phrases in a text relevant to a grade 4 topic or subject area. **RI4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.** **RI4.6 - Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and information provided.** ***Integration of Knowledge and Ideas*** **RI4.7 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.** RI4.9 - Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	**Text Types and Purposes** **W4.2a Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. 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.** **W4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.** **W4.2c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).** **W4.2d Use precise language and domain specific vocabulary to inform about or explain the topic.** **W4.2e Provide a concluding statement or section related to the information or explanation presented.** ***Production and Distribution of Writing*** **W4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience **W4.6** 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 type a minimum of one page in a single sitting. ***Research to Build and Present Knowledge*** **W4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.** **W4.9b** Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").	**Comprehension and Collaboration** SL4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. ***Presentation of Knowledge and Ideas*** **SL4.4** 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 and an understandable pace. **SL4.5** Add audio recordings and visual displays to presentations where appropriate to enhance the development of main ideas or themes. **SL4.6** 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 task and situation.	**Conventions of Standard English** L4.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). **b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.** **f Produce complete sentences, recognizing and correcting inappropriate fragments and runons.** **L4.2d** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed. ***Knowledge of Language*** **L4.3** Use knowledge of language and its conventions when writing, speaking, reading or listening. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion) ***Vocabulary Acquisition and Use*** **L4.4** 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. b. 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, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. **L4.5** Demonstrate understanding of figurative language, word relationships, and nuance in word meanings. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Fourth Grade Pacing Guide

Quarter 2 Cedar Fork Elementary 2015-2016		
Math	Science	Social Studies
Strategies for Division **4.NBT.6** Find whole number quotients and remainders with up to four digit dividends and one digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. **Multiplicative Comparisons** **OA.1** Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. **OA.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. **Problem Solving with Operations** **4.OA.3** Solve multistep word problems posed with whole numbers and having whole number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. **Lines & Angles** **4.G.1** Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two dimensional figures. **Relationship Between Circles & Angles** **4.MD.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. **Measuring Angles** **4.MD.6** Measure angles in whole number degrees using a protractor. Sketch angles of specified measure. **4.MD.7** Recognize angle measure 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 in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure. **2D Figures** **4.G.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. Recognize right triangles as a category, and identify right triangles. **Line Symmetry** **4.G.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.	**Earth Materials** **4.E.2** Understand the use of fossils and changes in the surface of the Earth as evidence of the history of Earth and its changing life forms. **4.P.2** Understand the composition and properties of matter before and after they undergo a change or interaction.	**Civics & Government** **4.C & G.1** Understand the development, structure and function of North Carolina's government. **4.C & G.2** Analyze the North Carolina Constitution.