

4th Grade Curriculum Maps - Quick Links

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4th Grade - Resources

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4th Grade - Math

Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
1st Quarter - Unit 1	Place Value and Multi-Digit Whole Number Operations Essential Questions: How does place value help us understand, compare, round, and operate with multi-digit numbers? How can mathematical models, properties, and strategies help us solve multi-digit addition, subtraction, and multiplication problems? How can equations and estimates help us check whether an answer is reasonable? Enduring Understandings: Place value patterns help mathematicians understand and compare multi-digit numbers. Efficient strategies for addition, subtraction, and multiplication are based on place value and properties of operations. Mathematicians use models, equations, estimates, and reasoning to solve problems and explain their thinking.	4.OA.A.1 4.OA.A.2 4.OA.A.3 4.NBT.A.1 4.NBT.A.2 4.NBT.A.3 4.NBT.B.4 4.NBT.B.5	Diagnostic Assessment: Readiness assessment Formative Assessments: Teacher observation during problem solving End-of-lesson Quick Checks Place value and rounding exit tickets Multi-digit addition/subtraction checks Multiplication strategy practice Math journal responses Summative Assessment: End-of-unit/topic assessment	Read, write, compare, and round multi-digit whole numbers Use place value understanding to explain patterns in numbers Add and subtract multi-digit whole numbers fluently Multiply whole numbers using place value strategies, models, and properties of operations Solve multi-step word problems using the four operations Represent problems with equations and unknowns Use estimation and reasoning to check answers	Problem-based learning tasks Number talks Place value charts and base-ten models Open number lines and estimation strategies Teacher modeling with think-alouds Guided practice with multi-digit operations Partner problem solving and math discussion Error analysis and strategy comparison Math journal reflection	Core Resource: Savvas Realize math curriculum Supplemental Resource: IXL; place value charts; base-ten models; number lines; math fact practice materials; teacher-created, standards-aligned practice activities.
2nd Quarter - Unit 2	Division, Factors, Multiples, and Fraction Equivalence Essential Questions: How can place value, properties, and models help us divide whole numbers? How do factors and multiples help us understand number relationships? How can equivalent fractions and comparison strategies help us reason about fractions? Enduring Understandings: Division strategies are built on place value, multiplication, and properties of operations. Factors and multiples reveal patterns and relationships between numbers. Equivalent fractions represent the same value and can be used to compare and order fractions.	4.OA.A.3 4.OA.B.4 4.NBT.B.6 4.NF.A.1 4.NF.A.2	Diagnostic Assessment: Readiness assessment Formative Assessments: Teacher observation during problem solving End-of-lesson Quick Checks Division strategy exit tickets Factors and multiples checks Equivalent fraction models Fraction comparison tasks Math journal responses Summative Assessment: End-of-unit/topic assessment	Divide whole numbers using place value strategies, models, and equations Solve division word problems and interpret remainders when appropriate Find factor pairs for whole numbers within 100 Identify multiples and recognize prime/composite numbers at an introductory level Generate equivalent fractions using models and reasoning Compare and order fractions using common numerators, common denominators, benchmarks, or visual models Explain mathematical reasoning using precise vocabulary	Problem-based learning tasks Division modeling with arrays, area models, and partial quotients Factor and multiple investigations Fraction strips, number lines, and visual models Equivalent fraction matching Compare/order fraction activities Partner strategy explanation Teacher modeling with think-alouds Exit tickets and math journal reflection	Core Resource: Savvas Realize math curriculum Supplemental Resource: IXL; arrays; area models; factor cards; multiplication charts; fraction strips; number lines; teacher-created, standards-aligned practice activities
3rd Quarter - Unit 3	Whole Number Problem Solving and Fraction Operations Essential Questions: How can the four operations be used to solve multi-step problems? How can fractions be decomposed, added, and subtracted? How can visual models and equations help us understand fraction operations? Enduring Understandings: Mathematicians choose operations and strategies based on the structure of a problem. Fractions can be decomposed into sums of smaller fractions with the same denominator. Models, equations, and reasoning help mathematicians add, subtract, and multiply fractions accurately.	4.OA.A.1 4.OA.A.2 4.OA.A.3 4.NBT.B.4 4.NBT.B.5 4.NBT.B.6 4.NF.B.3.a 4.NF.B.3.b 4.NF.B.3.c 4.NF.B.3.d 4.NF.B.4.a 4.NF.B.4.b 4.NF.B.4.c	Diagnostic Assessment: Readiness assessment Formative Assessments: Teacher observation during problem solving End-of-lesson Quick Checks Multi-step word problem exit tickets Fraction decomposition tasks Fraction addition/subtraction practice Fraction model explanations Math journal responses Summative Assessment: End-of-unit/topic assessment	Solve multi-step word problems using the four operations Represent problems with equations using a letter for the unknown Use place value strategies for multi-digit multiplication and division Decompose fractions into sums of fractions with the same denominator Add and subtract fractions and mixed numbers with like denominators Solve word problems involving addition and subtraction of fractions Multiply a fraction by a whole number using models and equations Explain fraction reasoning using visual models and mathematical vocabulary	Problem-based learning tasks Bar models and equation writing for word problems Teacher modeling with think-alouds Fraction strips, number lines, and area models Fraction decomposition activities Partner problem solving Error analysis with fraction operations Math discussion using models and equations Exit tickets and math journal reflection	Core Resource: Savvas Realize math curriculum Supplemental Resource: IXL; bar models; fraction strips; number lines; area models; multiplication charts; teacher-created, standards-aligned problem-solving and fraction activities
4th Quarter - Unit 4	Measurement, Data, Patterns, and Geometry Essential Questions: How can measurement conversions help us solve real-world problems? How do patterns help mathematicians make and test generalizations? How can angles, lines, and shapes be described, measured, and classified? Enduring Understandings: Measurement units can be converted and used to solve real-world problems. Patterns can be generated, analyzed, and described using rules. Geometric figures can be classified and understood by their attributes, including lines, angles, symmetry, and measurement.	4.OA.C.5 4.MD.A.1 4.MD.A.2 4.MD.B.4 4.MD.C.5 4.MD.C.6 4.MD.C.7 4.G.A.1 4.G.A.2 4.G.A.3	Diagnostic Assessment: Readiness assessment Formative Assessments: Teacher observation during problem solving End-of-lesson Quick Checks Measurement conversion tasks Line plot/data interpretation checks Pattern rule exit tickets Angle measurement practice Geometry classification tasks Summative Assessment: End-of-unit/topic assessment	Convert measurements within one system of measurement Solve real-world problems involving distance, time, volume, mass, and money Represent and interpret measurement data using line plots Generate and analyze number or shape patterns Understand angles as geometric figures formed by two rays Measure and sketch angles using a protractor Solve addition and subtraction problems involving angles Identify and classify lines, angles, triangles, quadrilaterals, and lines of symmetry	Problem-based learning tasks Hands-on measurement activities Measurement conversion charts Line plot creation and interpretation Pattern rule investigations Angle measurement with protractors Geometry sorting and classification activities Symmetry exploration Partner problem solving and math discussion Exit tickets and math journal reflection	Core Resource: Savvas Realize math curriculum Supplemental Resource: IXL; measurement tools; conversion charts; rulers; protractors; graph paper; line plot data sets; geometry tools; shape cards; teacher-created, standards-aligned measurement and geometry activities

4th Grade - Science

Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
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1st Quarter - Unit 1	Engineering Design and Technology Essential Questions: How do engineers define problems and design solutions? How do criteria and constraints shape possible solutions? How can testing and evidence help improve a design? Enduring Understandings: Engineers define problems by identifying needs, wants, criteria, and constraints. Design solutions can be tested, compared, and improved based on evidence. Technology is created and improved through problem solving, creativity, and scientific thinking.	SCI.ETS1.A.3-5 SCI.ETS1.B.3-5 SCI.ETS1.C.3-5	Formative Assessments: Engineering vocabulary checks Problem/criteria/constraints organizer Design sketch or model plan Build-test-improve reflection Science notebook responses Teacher observation during design work Summative Assessment: Engineering design challenge or project Unit assessment	Define a simple design problem based on a need or want Identify criteria and constraints for a successful solution Generate and compare multiple possible solutions Build, test, evaluate, and improve a model or design Use evidence from testing to support design decisions Communicate design ideas using drawings, models, and explanations	Engineering design challenge Build-test-improve cycle Teacher modeling of design planning Criteria and constraints graphic organizer Partner or group problem solving Design sketches and labeled diagrams Science notebook reflections Student presentations or gallery walk	Core Resource: Savvas Realize Interactive Science Supplemental Resource: classroom investigation materials; engineering design materials; science notebooks; videos/texts about inventors and engineers; teacher-created, standards-aligned design challenges
2nd Quarter - Unit 2	Energy and Energy Transfer Essential Questions: How is energy related to motion? How can energy be transferred from place to place? How can evidence help us explain changes in energy? Enduring Understandings: Moving objects have energy, and energy is related to speed. Energy can be transferred through sound, light, heat, and electric currents. Scientists use evidence to explain how energy moves and changes in systems.	SCI.PS3.A.4 SCI.PS3.B.4 SCI.PS3.C.4 SCI.PS3.D.4 PE-4-PS3-1 PE-4-PS3-2 PE-4-PS3-3 PE-4-PS3-4	Formative Assessments: Energy vocabulary checks Speed and energy observation task Energy transfer investigation notes Cause/effect exit tickets Science notebook responses Teacher observation during investigations Summative Assessment: Energy transfer explanation or performance task Unit assessment	Explain the relationship between the speed of an object and its energy Describe how energy can be transferred through sound, light, heat, and electric currents Use evidence to explain changes in energy during investigations Ask questions and make observations about energy transfer Design or test a device that converts energy from one form to another Use models and explanations to describe energy movement in a system	Energy transfer investigations Motion and speed demonstrations Light, heat, sound, and electrical energy observations Cause-and-effect graphic organizers Teacher modeling with think-alouds Science notebook reflections Partner discussion using evidence stems Design task involving energy conversion	Core Resource: Savvas Realize Interactive Science Supplemental Resource: investigation materials; batteries, bulbs, wires, and simple circuit materials; thermometers; light and sound materials; videos/texts about energy; teacher-created, standards-aligned investigations
3rd Quarter - Unit 3	Life Science - Structure, Function, and Information Processing Essential Questions: How do internal and external structures help plants and animals survive? How do animals receive, process, and respond to information? How can structures and functions help us understand living things? Enduring Understandings: Plants and animals have internal and external structures that support survival, growth, behavior, and reproduction. Animals use sensory structures to receive information and respond to their environment. Scientists use evidence to explain how structures support specific functions.	SCI.LS1.A.4 SCI.LS1.D.4 PE-4-LS1-1 PE-4-LS1-2	Formative Assessments: Structure/function vocabulary checks Plant and animal structure labeling task Adaptation or survival response Sensory information flow chart Science notebook responses Teacher observation during discussion and investigations Summative Assessment: Structure/function model or explanation Unit assessment	Identify internal and external structures of plants and animals Explain how structures support survival, growth, behavior, or reproduction Describe how animals receive information through their senses Explain how information is processed and used to guide behavior Use evidence to support claims about structure and function Create models or explanations showing how living things respond to their environment.	Structure/function diagrams Plant and animal structure observations Informational text analysis Sensory pathway modeling Teacher modeling with think-alouds Vocabulary instruction with visuals Partner discussion using evidence stems Science notebook reflections	Core Resource: Savvas Realize Interactive Science Supplemental Resource: plant and animal diagrams; structure/function visuals; informational texts; science notebooks; videos about animal senses and responses; teacher-created, standards-aligned investigations and activities
4th Quarter - Unit 4	Earth's Systems: Earth History, Landforms, and Natural Processes Essential Questions: How can rocks, fossils, and landforms provide evidence of Earth's history? How do weathering, erosion, and other natural processes shape Earth's surface? How can maps and patterns help us understand Earth's features and hazards? Enduring Understandings: Earth's surface changes over time through natural processes such as weathering and erosion. Patterns in rocks, fossils, landforms, and maps provide evidence about Earth's history. People can use scientific information to understand and reduce the impacts of natural Earth processes.	SCI.ESS1.C.4 SCI.ESS2.A.4 SCI.ESS2.B.4 SCI.ESS2.E.4 SCI.ESS3.B.4 PE-4-ESS1-1 PE-4-ESS2-1 PE-4-ESS2-2 PE-4-ESS3-2	Formative Assessments: Earth processes vocabulary checks Rock/fossil evidence response Weathering and erosion observation notes Landform or map interpretation task Cause/effect exit tickets Science notebook responses Summative Assessment: Earth systems model, map, or explanation Natural hazards solution task Unit assessment	Identify evidence from rock formations, fossils, and landforms to explain Earth's history Describe how weathering and erosion change Earth's surface Analyze patterns in Earth's features using maps and models Explain how water, wind, ice, and gravity shape landforms over time Describe natural hazards and ways people can reduce their impacts Use evidence from observations, maps, and models to support explanations	Rock, fossil, and landform investigations Weathering and erosion models Map and landform analysis Cause-and-effect graphic organizers Natural hazard scenario discussions Teacher modeling with think-alouds Science notebook reflections Partner discussion using claim/evidence language	Core Resource: Savvas Realize Interactive Science Supplemental Resource: rock and fossil samples/images; landform maps; erosion investigation materials; natural hazard visuals/videos; science notebooks; teacher-created, standards-aligned Earth science investigations

4th Grade - Social Studies

Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
1st Quarter - Unit 1	Discovering the Social Sciences Essential Questions: How do social scientists ask questions and study people, places, and communities? How do geography, history, economics, civics, and culture help us understand the world? How can evidence help us explain human behavior and community life? Enduring Understandings: Social scientists use questions, evidence, and multiple perspectives to understand people and communities. Different social science disciplines help us study the world in different ways. Artifacts, maps, images, texts, and data can help us learn about communities past and present.	SS.Inq1.a.i SS.Inq1.b.i SS.Inq2.a.i SS.Inq3.c.i SS.Inq4.a.i SS.BH1.a.4-5 SS.Geog1.b.i	Formative Assessments: Social science vocabulary checks Artifact or source analysis response Map/image observation task Inquiry question practice Exit tickets Teacher observation during discussion Summative Assessment: Social sciences unit assessment Social scientist/project-based response	Identify major social science disciplines, including geography, history, economics, civics, and behavioral sciences Develop questions about people, places, communities, and cultures Use evidence from artifacts, images, maps, and texts to support ideas Explain how social scientists study human behavior and community life Communicate conclusions through discussion, writing, or presentation	Inquiry-based discussion Artifact and source analysis Map and image analysis Vocabulary instruction with visuals Think-pair-share Graphic organizers for social science disciplines Short written responses using evidence Student presentations or gallery walk	Core Resource: TCI Social Studies Alive! Regions of Our Country Supplemental Resource: maps; images; artifacts; vocabulary cards; age-appropriate informational texts/videos; teacher-created, standards-aligned social studies activities

2nd Quarter - Unit 2	The Northeast Region of the United States Essential Questions: How does geography influence where and how people live in the Northeast? How have history, culture, resources, and industry shaped the Northeast region? How can maps, sources, and evidence help us compare regions? Enduring Understandings: Regions have physical and human characteristics that make them unique. Geography, resources, history, and culture influence how communities develop. Social scientists use maps, images, texts, and data to compare places and explain regional patterns.	SS.Inq1.a.i SS.Inq2.a.i SS.Inq3.c.i SS.Inq4.a.i SS.Geog1.a.4-5 SS.Geog1.b.i SS.Geog1.c.4-5 SS.Geog2.c.5 SS.Hist1.a.i SS.Econ1.a.3	Formative Assessments: Map skills checks Regional vocabulary checks Geography challenge activities Source/image analysis response Exit tickets Teacher observation during discussion Summative Assessment: Northeast region unit assessment Regional comparison or map-based project	Locate and describe the Northeast region using maps and geographic tools Identify physical and human characteristics of the Northeast Explain how landforms, climate, resources, and location influence communities Describe historical, cultural, and economic features of the region Use evidence from maps, images, texts, and data to support conclusions Compare the Northeast with other U.S. regions	Map and atlas exploration Geography challenge activities Regional comparison charts Source and image analysis Vocabulary instruction with visuals Inquiry-based discussion Partner or group research Written responses using evidence	Core Resource: TCI Social Studies Alive! Regions of Our Country Supplemental Resource: regional maps; atlases; images; graphs/data; age-appropriate informational texts/videos; teacher-created, standards-aligned geography and regional studies activities
3rd Quarter - Unit 3	The Southeast Region of the United States Essential Questions: How do geography, climate, resources, and history shape life in the Southeast? How do culture and environment influence communities within a region? How can evidence help us explain similarities and differences among regions? Enduring Understandings: The Southeast has physical, cultural, historical, and economic characteristics that shape the region. People adapt to and modify their environments in response to geography, climate, resources, and needs. Comparing regions helps us understand how place influences community life.	SS.Inq1.a.i SS.Inq2.a.i SS.Inq3.c.i SS.Inq4.a.i SS.Geog1.a.4-5 SS.Geog2.c.5 SS.Geog5.b.i SS.Hist1.a.i SS.BH2.b.4 SS.Econ1.a.3	Formative Assessments: Map skills checks Regional vocabulary checks Culture/environment comparison chart Source or image analysis response Exit tickets Teacher observation during discussion Summative Assessment: Southeast region unit assessment Regional comparison or presentation	Locate and describe the Southeast region using maps and geographic tools Identify physical and human characteristics of the Southeast Explain how climate, landforms, resources, and history influence communities Describe cultural and economic features of the region Compare how people in different regions respond to common needs and challenges Use evidence from maps, images, texts, and data to support conclusions	Map and regional analysis Geography challenge activities Culture and environment comparison charts Source/image analysis Vocabulary instruction with visuals Small-group discussion Partner or group research Written responses using evidence	Core Resource: TCI Social Studies Alive! Regions of Our Country Supplemental Resource: regional maps; atlases; images; graphs/data; age-appropriate informational texts/videos; teacher-created, standards-aligned geography and regional studies activities
4th Quarter - Unit 4	The Southwest Region of the United States Essential Questions: How does geography affect life in the Southwest? How have history, culture, resources, and movement shaped the Southwest region? How can regional study help us understand connections between people and place? Enduring Understandings: The Southwest has unique physical, cultural, historical, and economic characteristics. People interact with the environment by adapting to, using, and modifying natural resources.	SS.Inq1.a.i SS.Inq1.b.i SS.Inq2.a.i SS.Inq3.c.i SS.Inq4.a.i SS.Geog1.a.4-5 SS.Geog2.c.5 SS.Geog5.b.i SS.Hist1.a.i SS.Econ1.a.3	Formative Assessments: Map skills checks Regional vocabulary checks Natural resources/environment response Source or image analysis response Exit tickets Teacher observation during discussion Summative Assessment: Southwest region unit assessment Regional comparison, map-based project, or presentation	Locate and describe the Southwest region using maps and geographic tools Identify physical and human characteristics of the Southwest Explain how landforms, climate, resources, history, and culture shape communities Describe ways people adapt to and modify the environment Compare the Southwest with other U.S. regions Use evidence from maps, images, texts, and data to explain regional patterns	Map and atlas exploration Geography challenge activities Natural resources and environment analysis Regional comparison charts Source/image analysis Vocabulary instruction with visuals Inquiry-based discussion Written responses using evidence	Core Resource: TCI Social Studies Alive! Regions of Our Country Supplemental Resource: regional maps; atlases; images; graphs/data; age-appropriate informational texts/videos; teacher-created, standards-aligned geography and regional studies activities

4th Grade - Reading

Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
1st Quarter - Unit 1	Novel Study: <i>My Side of the Mountain</i> Enduring Understandings: Readers use character, setting, plot, point of view, theme, and text evidence to understand a novel. Characters respond to challenges in ways that reveal their traits, motivations, and growth. Readers build comprehension by tracking events, asking questions, making inferences, and supporting ideas with details from the text. Essential Questions: How do readers use details from the text to understand characters and events? How does a character respond to challenges? How does setting influence the events of a story?	RL.4.1 RL.4.2 RL.4.3 RL.4.6 RF.4.4 SL.4.1	Reading comprehension checks Novel response journal Character analysis graphic organizer Vocabulary checks Class discussion participation Text evidence written responses End-of-unit novel assessment or project	Refer to details and examples in a text when explaining what the text says explicitly Make inferences using text evidence Determine the theme of a story Summarize key events from a novel Describe characters, settings, and events in depth Explain how characters respond to challenges Determine the meaning of words and phrases in context Compare points of view when discussing narration and character perspective Read grade-level text with accuracy, fluency, and comprehension Participate in collaborative discussions about literature	Teacher read-aloud and modeling Guided reading discussion Chapter-by-chapter comprehension checks Character tracking chart Vocabulary-in-context practice Text evidence sentence frames Partner discussion Independent reading response Small-group novel discussion	Core Resource: <i>My Side of the Mountain</i> by Jean Craighead George Supplemental Resource: HMH reading resources as applicable; novel study materials; graphic organizers; vocabulary activities; teacher-created comprehension questions; anchor charts
2nd Quarter - Unit 2	Novel Study: <i>One Thousand Paper Cranes</i> Enduring Understandings: Readers use historical and cultural context to deepen understanding of literature. Literary texts can help readers understand human experiences, conflict, hope, and resilience. Readers analyze characters, events, themes, and author's choices using evidence from the text. Essential Questions: How does historical or cultural context help readers understand a text? How do characters respond to difficult events? How can literature help readers understand real-world events?	RL.4.1 RL.4.2 RL.4.3 RL.4.4 RL.4.6 RI.4.3 RF.4.4 SL.4.1	Reading comprehension checks Novel response journal Character analysis graphic organizer Theme response Vocabulary checks Text evidence written responses Historical/cultural connection activity End-of-unit novel assessment or project	Use details and examples from the text to explain understanding Make inferences using text evidence Determine theme and summarize key events Describe characters and explain their thoughts, words, actions, and motivations Explain how historical or cultural context connects to events in the text Determine the meaning of words and phrases in context Compare character perspectives Read grade-level text with fluency and comprehension Participate in collaborative discussions using evidence from the text	Teacher read-aloud and modeling Guided reading discussion Historical background mini-lessons Vocabulary-in-context practice Character tracking chart Theme anchor chart Text evidence sentence frames Partner discussion Written reading responses Small-group novel discussion	Core Resource: <i>One Thousand Paper Cranes</i> by Takayuki Ishii Supplemental Resource: HMH reading resources as applicable; novel study materials; historical background texts; graphic organizers; vocabulary activities; teacher-created comprehension questions; anchor charts
2nd Quarter - Unit 3	Novel Study: <i>A Long Walk to Water</i> Enduring Understandings: Readers analyze how authors develop characters, settings, conflicts, and themes across a longer text. Multiple perspectives can help readers understand complex events and human experiences. Readers use text evidence to explain how characters change and how events connect across chapters. Essential Questions: How do characters change over the course of a novel? How do different perspectives shape a reader's understanding? How do setting and conflict affect characters? How can readers use text evidence to explain theme and character development?	RL.4.1 RL.4.2 RL.4.3 RL.4.4 RL.4.6 RI.4.3 RF.4.4 SL.4.1	Reading comprehension checks Novel response journal Character development chart Setting and conflict graphic organizer Theme written response Vocabulary checks Text evidence written responses End-of-unit novel assessment or project	Refer to details and examples in the text when explaining understanding Make inferences using text evidence Determine theme and summarize key events Describe characters, settings, conflicts, and events in depth Analyze how characters change over time Explain how point of view or perspective affects the reader's understanding Determine the meaning of words and phrases in context Connect literary events to informational background when appropriate Read grade-level text with accuracy, fluency, and comprehension Participate in collaborative discussions about literature	Teacher read-aloud and modeling Guided reading discussion Chapter tracking chart Character development chart Setting and conflict analysis Vocabulary-in-context practice Text evidence sentence frames Partner discussion Written reading responses Small-group novel discussion	Core Resource: <i>A Long Walk to Water</i> by Linda Sue Park Supplemental Resource: HMH reading resources as applicable; novel study materials; informational background texts; graphic organizers; vocabulary activities; teacher-created comprehension questions; anchor charts

4th Quarter - Unit 4	Novel Study: Refugee Enduring Understandings: Readers analyze how characters, setting, conflict, and point of view work together to develop meaning in a novel. Stories told from multiple perspectives help readers understand complex experiences and themes. Readers use evidence from the text to compare characters, explain events, and discuss important ideas. Essential Questions: How do multiple perspectives shape a story? How do characters respond to conflict and challenges? How do setting and historical context influence events? How can readers use evidence to compare characters and explain theme?	RL.4.1 RL.4.2 RL.4.3 RL.4.4 RL.4.6 RL.4.9 RI.4.3 RF.4.4 SL.4.1	Reading comprehension checks Novel response journal Multiple-perspective graphic organizer Character comparison chart Theme written response Vocabulary checks Text evidence written responses End-of-unit novel assessment or project	Use details and examples from the text to explain understanding Make inferences using text evidence Determine theme and summarize key events Describe characters, settings, conflicts, and events in depth Compare characters and perspectives within a novel Analyze how multiple points of view contribute to the story Determine the meaning of words and phrases in context Compare themes, topics, or patterns across texts when appropriate Read grade-level text with fluency and comprehension Participate in collaborative discussions using text evidence	Teacher read-aloud and modeling Guided reading discussion Multiple-perspective tracking chart Character comparison chart Vocabulary-in-context practice Theme analysis Text evidence sentence frames Partner discussion Written reading responses Small-group novel discussion	Core Resource: Refugee by Alan Gratz Supplemental Resource: HMH reading resources as applicable; novel study materials; informational background texts; graphic organizers; vocabulary activities; teacher-created comprehension questions; anchor charts
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4th Grade - Language Arts

Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
1st Quarter - Unit 1	Narrative Writing, Reading Response, Grammar, and Vocabulary Enduring Understandings: Writers develop narratives using characters, setting, sequence, dialogue, description, and clear event structure. Writers use reading responses to explain their thinking about literature. Grammar, conventions, and vocabulary help writers communicate clearly. Essential Questions: How do writers develop a clear narrative? How can writers use details from a novel to support a written response? How do grammar, conventions, and vocabulary improve writing?	W.4.3 W.4.4 W.4.5 W.4.9 L.4.1 L.4.2 L.4.4 L.4.5 L.4.6 SL.4.1	Narrative writing piece Reading response paragraph Grammar and conventions checks Vocabulary checks Writer's notebook entries Peer review Final draft with rubric	Write narratives with clear event sequences Develop characters and events using dialogue and description Use transition words and phrases to manage sequence Provide a conclusion that follows from the narrative Write clear responses connected to the novel Use text evidence in written responses Strengthen writing through planning, revising, and editing Use correct capitalization, punctuation, and spelling Use grade-appropriate grammar and vocabulary	Teacher modeling Mini-lessons on narrative structure Shared writing Writer's notebook practice Graphic organizers Peer review Revision and editing checklists Vocabulary-in-context practice Grammar mini-lessons Reading response sentence frames	Core Resource: My Side of the Mountain by Jean Craighead George Supplemental Resource: HMH language arts resources as applicable; writing rubrics; graphic organizers; grammar practice; vocabulary activities; anchor charts; teacher-created writing prompts
2nd Quarter - Unit 2	Informative Writing, Text Evidence, Grammar, and Vocabulary Enduring Understandings: Writers organize informative writing to explain a topic clearly. Strong informative writing uses facts, details, definitions, examples, and text evidence. Writers use grammar, conventions, and precise vocabulary to communicate ideas clearly. Essential Questions: How do writers organize information clearly? How can writers use facts and details to explain a topic? How does text evidence strengthen writing? How do grammar and vocabulary improve communication?	W.4.2 W.4.4 W.4.5 W.4.8 W.4.9 L.4.1 L.4.2 L.4.4 L.4.5 L.4.6 SL.4.1	Informative writing piece Text evidence paragraph Vocabulary checks Grammar and conventions checks Research or background connection activity Peer review Final draft with rubric	Write informative/explanatory texts to examine a topic Introduce a topic clearly Group related information in paragraphs or sections Develop a topic with facts, definitions, details, and examples Use linking words and phrases to connect ideas Use precise language and domain-specific vocabulary Use text evidence to support written responses Take notes from texts or sources Strengthen writing through planning, revising, and editing Use correct grammar, capitalization, punctuation, and spelling	Teacher modeling Informative writing mini-lessons Shared writing Note-taking practice Graphic organizers Text evidence sentence frames Peer review Revision and editing checklists Vocabulary-in-context practice Grammar mini-lessons	Core Resource: One Thousand Paper Cranes by Takayuki Ishii Supplemental Resource: HMH language arts resources as applicable; informational background texts; writing rubrics; graphic organizers; grammar practice; vocabulary activities; anchor charts; teacher-created writing prompts
3rd Quarter - Unit 3	Opinion Writing, Character Analysis, Grammar, and Vocabulary Enduring Understandings: Writers state opinions clearly and support them with reasons and evidence. Opinion writing is stronger when writers organize ideas logically and use examples from the text. Grammar, conventions, and vocabulary help writers communicate their ideas effectively. Essential Questions: How do writers clearly state and support an opinion? How can evidence from a novel support a written argument? How do writers organize reasons and examples?	W.4.1 W.4.4 W.4.5 W.4.9 L.4.1 L.4.2 L.4.3 L.4.4 L.4.5 L.4.6 SL.4.1 SL.4.4	Opinion writing piece Character analysis paragraph Text evidence written response Vocabulary checks Grammar and conventions checks Peer review Oral discussion or presentation Final draft with rubric	Write opinion pieces on topics or texts Introduce a topic or text clearly State an opinion Create an organizational structure to support the opinion Provide reasons supported by facts and details Use linking words and phrases to connect opinion and reasons Provide a concluding statement or section Use text evidence to support character analysis Strengthen writing through planning, revising, and editing Use grade-appropriate grammar, punctuation, capitalization, spelling, and vocabulary	Teacher modeling Opinion writing mini-lessons Shared writing Character analysis organizer Text evidence sentence frames Peer discussion Revision and editing checklists Vocabulary-in-context practice Grammar mini-lessons Oral response practice	Core Resource: A Long Walk to Water by Linda Sue Park Supplemental Resource: HMH language arts resources as applicable; writing rubrics; graphic organizers; grammar practice; vocabulary activities; anchor charts; teacher-created writing prompts
4th Quarter - Unit 4	Literary Analysis, Comparative Writing, Grammar, and Vocabulary Enduring Understandings: Writers analyze literature by explaining characters, themes, perspectives, and important events. Comparative writing helps writers explain similarities and differences across characters, texts, or points of view. Writers use grammar, conventions, vocabulary, and revision strategies to communicate clearly and effectively. Essential Questions: How do writers analyze characters, themes, and perspectives? How can writers compare characters or points of view? How does text evidence support literary analysis? How do revision, editing, grammar, and vocabulary improve writing?	W.4.2 W.4.4 W.4.5 W.4.8 W.4.9 L.4.1 L.4.2 L.4.3 L.4.4 L.4.5 L.4.6 SL.4.1 SL.4.4	Literary analysis paragraph or essay Comparative writing response Text evidence written response Vocabulary checks Grammar and conventions checks Peer review Oral discussion or presentation Final draft with rubric	Write explanatory texts connected to literature Introduce a topic clearly Develop ideas with facts, details, examples, and text evidence Compare characters, events, themes, or points of view Use linking words and phrases to connect ideas Use precise language and grade-appropriate vocabulary Gather and use information from texts Strengthen writing through planning, revising, and editing Use correct grammar, punctuation, capitalization, and spelling Participate in collaborative	Teacher modeling Literary analysis mini-lessons Comparative writing organizer Text evidence sentence frames Shared writing Peer discussion Revision and editing checklists Vocabulary-in-context practice Grammar mini-lessons Oral response practice	Core Resource: Refugee by Alan Gratz Supplemental Resource: HMH language arts resources as applicable; writing rubrics; graphic organizers; grammar practice; vocabulary activities; anchor charts; teacher-created writing prompts