



# Mesquite ISD Curriculum Sequence

## Fourth Grade - Third Reporting Period

### English Language Arts/Reading

### Math

### Science

### Social Studies

#### Reading

Determine a purpose for reading; ask questions throughout the reading process; make and confirm predictions; make pictures in mind to deepen understanding; make and describe connections to personal experiences, other texts and the world; synthesize information to create new understanding; retell or summarize texts; infer basic themes with text evidence; explain relationships between characters; analyze plot elements; explain setting; analyze point-of-view; explain structure in poetry; recognize central idea in informational text; recognize organizational patterns of informational text; analyze the author's purpose and message; apply author's craft; describe the author's use of language and text/visual features; use context to determine the meaning of unfamiliar or multi-meaning words; determine the meaning of and use words with affixes; develop fluency by focusing on accuracy, rate, appropriate phrasing, and expression; read grade-appropriate texts independently.

#### Word Study

Read and spell multisyllabic words with closed and open syllables, vowel teams (ex. ou), digraphs (ex. th), and vowel teams/diphthongs (ex. ou and aw), and r-controlled syllables (ex. ar, er); read words using prefixes and suffixes; identify high-frequency words.

#### Writing Workshop

Generate and develop ideas; Use writing process (draft, revise, edit, publish).

Recognize and use complete simple sentences with appropriate use of reflexive pronouns.

Use correct subject /verb agreement in simple sentences with compound subjects and/or predicates.

Correctly use capitalization for events, languages, races, and nationalities as well as use of apostrophes in possessives (it's, etc)

Write personal correspondence, expository and argumentative/opinion essays.

Write legibly in cursive.

Represent a fraction  $a/b$  as a sum of fractions  $1/b$ , where  $a$  and  $b$  are whole numbers and  $b > 0$ , including when  $a > b$  4.3A

Decompose a fraction in more than one way into a sum of fractions with the same denominator using concrete and pictorial models and recording results with symbolic representations. (4.3B)

Determine if two given fractions are equivalent using a variety of methods. (4.3C)

Compare two fractions with different numerators and different denominators and represent the comparison using the symbols  $<$ ,  $>$ ,  $=$ . (4.3D)

Represent and solve addition and subtraction of fractions with equal denominators using objects and pictorial models that build the number line and properties of operations. (4.3E)

Evaluate the reasonableness of sums and differences of fractions using benchmark fractions  $0$ ,  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$ , and  $1$  referring to the same whole. (4.3F)

Represent fractions and decimals to the tenths or hundredths as distances from zero on a number line. (4.3G)

Use models to determine the formulas for the perimeter for a rectangle ( $l + w + l + w$  or  $2l + 2w$ ) including the special form for perimeter of a square ( $4s$ ) and the area of a rectangle. (4.5C)

Solve problems related to perimeter and area of rectangles where dimensions are whole numbers. (4.5D)

Identify point, lines, line segments, rays, angles, and perpendicular and parallel lines. (4.6A)

Illustrate degrees as the units used to measure an angle where  $1/360$  of any circle is 1 degree and an angle that cuts  $n/360$  out of any circle whose center is at the angles vertex as a measure of  $n$  degrees; angle measures are limited to whole numbers. (4.7B)

Identify relative sizes of measurement units within the customary and metric systems. (4.8A)

Convert measurement within the same measurement systems, customary or metric, form a smaller unit into a larger unit or larger unit into a smaller unit when given other equivalent measures represented in a table. (4.8B)

Solve problems that deal with measurement of length, intervals of time, liquid volumes, mass and money using addition, subtraction, multiplication, or division as appropriate. (4.8C)

#### Earth Science Unit

In this unit, students will:

Examine properties of soils, including color and texture, capacity to retain water, and ability to support the growth of plants

Observe and identify slow changes to Earth's surface caused by weathering, erosion, and deposition from water, wind, and ice

Identify and classify Earth's renewable resources, including air, plants, water, and animals; and nonrenewable resources, including coal, oil, and natural gas; and the importance of conservation

Measure and record changes in weather and make predictions using weather maps, weather symbols, and a map key

Describe and illustrate the continuous movement of water above and on the surface of Earth through the water cycle and explain the role of the Sun as a major source of energy in this process

Collect and analyze data to identify sequences and predict patterns of change in shadows, tides, seasons, and the observable appearance of the Moon over time

Activities to integrate science process skills and Earth science content during this unit will include doing investigations with stream tables to observe the processes of weathering and erosion, the water cycle and to test properties of soils.

Students will explain patterns of settlement in Texas before and during statehood.

Students will explain events that led to Texas annexation.

Students will explain the impact of the U.S.-Mexican War.

Students will describe the impact of the Civil War on Texas.

Students will analyze the economy of Texas during the Civil War.

Students will describe the impact of Reconstruction on Texas.

Students will describe the origins of Juneteenth.

Students will summarize the contributions of people of different racial and ethnic backgrounds.

Students will examine the effects of American Indian life as a result of changes in Texas.

Students will explain the growth and development of the cattle, cotton, railroad, and oil industries in Texas.

Students will explain the impact of urbanization.

Students will explain developments in technology.



# Mesquite ISD Curriculum Sequence

## Fourth Grade - Fourth Reporting Period

### English Language Arts/Reading

### Math

### Science

### Social Studies

#### Reading

Self-monitor comprehension; determine a purpose for reading; ask questions throughout the reading process; make and confirm predictions; make pictures in mind to deepen understanding; make and describe connections to personal experiences, other texts and the world; synthesize information to create new understanding; retell or summarize texts; infer basic themes with text evidence; explain relationships between characters; analyze plot elements; explain setting; explain structure in drama; recognize central idea in informational text; recognize organizational patterns of informational text; analyze the author's purpose and message; apply author's craft; describe the author's use of language and text/visual features; use context to determine the meaning of unfamiliar or multi-meaning words; determine the meaning of and use words with affixes; develop fluency by focusing on accuracy, rate, appropriate phrasing, and expression; read grade-appropriate texts independently.

#### Word Study

Read and spell multisyllabic words and words with unusual spellings; recognize root words; adding inflectional endings (-ed, -ing, etc); syllable division patterns; compound words

#### Writing Workshop

Generate and develop ideas; Use writing process (draft, revise, edit, publish).

Recognize and use complete simple sentences with appropriate capitalization and punctuation.

Use correct subject /verb agreement in simple sentences with compound subjects and/or predicates.

Correctly use parts of speech (verbs, nouns, adjectives, adverbs, etc) while writing.

Write expository, poetry, and argumentative editorials..

Write legibly in cursive.

Identify and draw one or more lines of symmetry if they exist, for a 2D figure. (4.6B)

Apply knowledge of right angles to identify acute, right, and obtuse triangles. (4.6C)

Classify two 2D figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of specified size. (4.6D)

Draw an angle with a given measure. (4.7D)

Determine the measure of an unknown angle formed by two non-overlapping adjacent angles given one or both angle measures. (4.7E)

Represent data on a frequency table, dot plot or stem and leaf plot marked with whole numbers and fractions.(4.9A)

Solve one and two step problems using data in whole number, decimal, and fraction form in a frequency table, dot plot, or stem and leaf plot. (4.9B)

Distinguish between fixed and variable expenses. (4.10A)

Calculate profit in a given situation. (4.10B)

Compare the advantages and disadvantage of various saving options. (4.10C)

Describe how to allocate a weekly allowance among spending, saving, including for college and sharing. (4.10D)

Describe the basic purpose of financial institutions, including keeping money safe, borrowing money, and lending. (4.10E)

#### Life Science Unit

In this unit, students will:

Investigate that most producers need sunlight, water, and carbon dioxide to make their own food, while consumers are dependent on other organisms for food

Describe the flow of energy through food webs, beginning with the Sun, and predict how changes in the ecosystem affect the food web such as a fire in a forest

Explore how adaptations enable organisms to survive in their environment such as comparing birds' beaks and leaves on plants

Demonstrate that some likenesses between parents and offspring are inherited, passed from generation to generation such as eye color in humans or shapes of leaves in plants. Other likenesses are learned such as table manners or reading a book and seals balancing balls on their noses

Explore, illustrate, and compare life cycles in living organisms such as butterflies, beetles, radishes, or lima beans

Activities to integrate science process skills and life science content during this unit will include observing and comparing the habitats, needs, physical structures and behaviors of isopods, fish, and snails.

Students will identify the impact of various issues on life in Texas.

Students will identify ways technological changes resulted in interdependence between Texas and the other nations.

Students will identify the impact of various issues on life in Texas.

Students will identify ways technological changes resulted in interdependence between Texas and the other nations.

Students will summarize the contributions of various individuals.

Students will explain development of economic activities in Texas.

Students will describe the impact of science and technology on life in Texas. Students will summarize the contributions of various individuals.

Students will identify customs and traditions of Texas.

Students will identify the functions of the three branches of government.

Students will identify and explain leadership at the local, state, and national level.

Students will summarize the contributions of various individuals.

Students will identify ways to participate in government.