



Mesquite ISD Curriculum Sequence

Fourth Grade - First Reporting Period

English Language Arts/Reading

Math

Science

Social Studies

Comprehension

Establish ELA procedures and routines; self-monitor comprehension; preview text to activate background knowledge; set purposes for reading; use text features (titles, captions, graphics, etc.) to predict the purpose, topic and structure of the text; understand relationship between text and nonfiction features; determine main ideas and supporting details; story elements; paraphrase themes of stories; compare and contrast literary elements in stories and plays; describe structural elements of drama; draw conclusions and make inferences; learn key features of biographies.

Vocabulary

Use word parts (affixes and roots) and context to determine meaning of unknown words.

Reading Fluency

Develop fluency by focusing on accuracy, rate, appropriate phrasing, and expression.

Spelling

Spell and pronounce words correctly using short vowels syllable patterns; words with the VCe pattern (case, frame); with long a spelled a, ai, or ay (radio, rain, away); with long e spelled ea, ee, ie (season, breeze, chief); with long i spelled i, i-C-e, y, igh, ey, uy (cycle, price, shy, sigh, eyes, buy); with long o spelled o, oa, ow (over, boat, shown); and with long u sounds like in balloon, and music.

Writing Workshop

Establish procedures, routines and expectations pertaining to writing, review the writing process, generate ideas, study STAAR expository rubric, write an expository composition, write an imaginative story.

Grammar

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

Learn how to correct rambling or run-on sentences.

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

Combine short sentences by using keywords or words in a series; study compound sentences.

Punctuate dialogue.

4.1A Apply mathematics to problems arising in everyday life, society, and the workplace.

4.1D Communicate mathematical ideas, reasoning and their implications using multiple representations including symbols, diagrams, graphs, and language.

4.1G Display, explain, and justify mathematical ideas, and arguments using precise mathematical language in written oral communication.

4.2A Interpret the value of each place value position as ten times the position to the right and as one tenth of the value of the place to its left.

4.2B Represent the value of the digit in whole numbers through 1,000,000,000 and decimals to the hundredths using expanded notation and numerals.

4.2C Compare and order whole numbers to 1,000,000,000 and represent comparisons using the symbols $<$, $>$, $=$.

4.2D Round whole numbers to a given place value through the hundred thousands place.

4.2E Represent decimals, including tenths and hundredths, using concrete and visual models and money.

4.2F Compare and order decimals using concrete and visual models to hundredths.

4.2G Relate decimals to fractions that name tenths and hundredths.

4.2H Determine the corresponding decimal to the tenths or hundredths place of a specified point on a number line.

4.4A Add and subtract whole numbers and decimals to the hundredths place using the standard algorithm.

4.4B Determine products of a number and 10 or 100 using properties of operations and place value understanding.

4.4C Represent the product of 2 two digit numbers using arrays, area models, or equations, including perfect squares through 15×15 .

4.4D Use strategies and algorithms, including the standard algorithm, to multiply up to a four-digit number by a one-digit number and to multiply a two-digit number by a 2-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties.

4.4G Round to the nearest 10, 100, or 1,000, or use compatible numbers to estimate solutions involving whole numbers.

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

4.5A Represent multi-step problems involving the four operations with whole numbers using strip diagrams and equations with a letter standing for an unknown quantity.

Scientific Investigation

For 50% of instructional time, students will plan and conduct simple classroom and outdoor investigations following safety procedures and using age-appropriate tools. They will draw conclusions based on evidence and communicate explanations about investigations. A science notebook will be kept to record observations, questions, and explanations.

Physical Science Unit

In this unit, students will:

- differentiate among forms of energy, including mechanical, sound, electrical, light, and heat/thermal
- differentiate between conductors and insulators
- demonstrate that electricity travels in a closed path, creating an electrical circuit, and explore an electromagnetic field

Activities to integrate science process skills and physical science content during this unit will include investigating with magnets, building a test circuit and testing for conductivity, building different types of circuits and analyzing them as systems and using electricity to create an electromagnet.

Students will describe the location of Texas.

Students will identify geographic features of Texas.

Students will describe ways people have adapted to and changed the environment in Texas.

Students will describe and compare the regions of Texas.

Students will explain the location of various cities in Texas.

Students will describe ways people have adapted to and changed the environment in Texas.

Students will identify Native American Indian groups of Texas.

Students will compare the lives of Native American Indian groups of Texas.

Students will explain how Native American Indian groups of Texas adapted to and modified the environment.

Students will describe the economic activities of Native American Indian groups in Texas.

Students will identify and explain the importance of the Declaration of Independence and U.S. Constitution.

Students will explain the meaning of the Texas and U.S. Pledges of Allegiance.

Students will explain the meaning of symbols and landmarks in Texas.



Mesquite ISD Curriculum Sequence

Fourth Grade - Second Reporting Period

English Language Arts/Reading

Math

Science

Social Studies

Comprehension

Continue study of biographies and autobiographies, their similarities and differences; read a variety of expository text structures and determine why authors chose a particular structure; differentiate between facts and opinions; question text to deepen understanding; make generalizations, draw conclusions and infer; summarize a piece of text maintaining meaning and logical progression; predict and set purposes for reading; identify cause and effect use them to predict future events; discuss elements of poetry and understand the meanings of poems.

Vocabulary

Use word parts (affixes and roots) and context to determine meaning of unknown words.

Reading Fluency

Develop fluency by focusing on accuracy, rate, appropriate phrasing, and expression.

Spelling

Spell and pronounce words using short vowel syllable patterns; words with vowel diphthongs oi, ow, and ou (choice, crowd, shout); with the sounds and spellings in forgot and caught; with r-controlled vowels (near, certain, turkey, thirst, cart, share); with more letters than sounds like laugh and breakfast; with silent consonants (knee, wring); and with qu, and squ (quote, squash).

Writing Workshop

Work on personal narratives; write expository compositions, and persuasive essays.

Grammar

Continue work on compound sentences with correct punctuation and coordinating conjunctions. Study common and proper nouns; reflexive pronouns; use capitalization for historical events, documents, titles of books, etc.

4.1A Apply mathematics to problems arising in everyday life, society, and the workplace.
 4.1B Use a problem solving model that incorporates analyzing given information, formulating a plan or strategy, determining the solution, and evaluating the problem solving process and reasonableness of solution.
 4.1C Select tools, interpreting real objects, manipulatives, paper/pencil, and technology as appropriate and techniques including mental math, estimation, and number sense to solve problems.
 4.1D Communicate mathematical ideas, reasoning and their implications using multiple representations including symbols, diagrams, graphs, and language.
 4.1E Create and use representations to organize, record, and communicate mathematical ideas.
 4.4C Represent the product of 2 two digit numbers using arrays, area models, or equations, including perfect squares through 15 x 15.
 4.4D Use strategies and algorithms, including the standard algorithm, to multiply up to a four-digit number by a one-digit number and to multiply a two-digit number by a 2-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties.
 4.4E Represent the quotient of up to a four-digit whole number divided by a one-digit whole number using arrays, area models, or equations.
 4.4F Use strategies and algorithms, including the standard algorithm, to divide up to a four-digit dividend by a one-digit divisor.
 4.4G Round to the nearest 10, 100, or 1,000 or use compatible numbers to estimate solutions involving whole numbers.
 4.4H Solve with fluency one and two step problems involving multiplication and division, including interpreting remainders.
 4.5A Represent multi-step problems involving the four operations with whole numbers using strip diagrams and equations with a letter standing for an unknown quantity.
 4.5B Represent problems using an input-output table and numerical expressions to generate a number pattern that follows a given rule representing the relationship of the values in the resulting sequence and their position in the sequence.

Physical Science Unit, continued

In this unit, students will:

- measure, compare, and contrast physical properties of matter, including size, mass, volume, states (solid, liquid, gas), temperature, magnetism, and the ability to sink or float
- predict the changes caused by heating and cooling such as ice becoming liquid water and condensation forming on the outside of a glass of ice water
- compare and contrast a variety of mixtures and solutions such as rocks in sand, sand in water, or sugar in water
- design an experiment to test the effect of force on an object such as a push or a pull, gravity, friction, or magnetism

Students will describe motivation for European exploration.

Students will explain European explorations and settlements in Texas.

Students will describe Spanish settlements in Texas.

Students will analyze the effects of exploration and immigration in Texas.

Students will identify the contributions of significant empresarios.

Students will describe the Spanish colonial and Mexican governments in Texas.

Students will analyze the causes, major events, and effects of the Texas Revolution.

Students will summarize the contributions of individuals during the Texas Revolutionary period.

Students will identify important leaders during the Republic of Texas period.

Students will describe the successes and problems of the Republic of Texas period.