

Mesquite ISD Curriculum Sequence

Fourth Grade - Third Reporting Period

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| **English Language Arts/Reading** | **Math** | **Science** | **Social Studies** |
| Comprehension   * Poetry: Explain how the structural elements of poetry (rhyme, meter, line breaks, etc.) relate to form (lyrical, free verse, etc.) * Expository Text (Procedural Text): Determine the sequence of activities needed to carry out a procedure while reading procedural text with its accompanying graphics. Explain factual information presented graphically (e.g. charts, diagrams, graphs, illustrations) * Literary Nonfiction (Biographies): Explore the genre looking at cause and effect and learning to question the text while reading. * Literary Text with embedded media: Focus on literary elements (characters, setting, plot, theme), story structure and drawing conclusions. * Informational Texts: Learn to differentiate between facts, questions they raise, and personal responses to the text. Also focus on distinguishing the author’s thinking from the readers. * Drama: Study of how literary elements are presented in this genre. * Author’s purpose or craft will be discussed in all genres as will drawing conclusions, inferring and generalizing.   Vocabulary  Learn to use word parts (affixes and roots) as well as context to determine meaning of unknown words. Students will also work on analogies, categorizing words and other activities to extend vocabulary during spelling and reading comprehension.  Reading Fluency  Develop fluency by focusing on accuracy, rate, appropriate phrasing, and expression.  Spelling  Recognize and use the following rules and patterns in reading and writing:   * words with the complex soft “g” spelling (badge, dodge) and distinguish when to use this spelling vs. simple soft “g” like in engine, rigid; * words with final -le (bot/tle, bub/ble, jum/ble) * words with final -en, -le (eagle, weaken) * words with the schwa sound + r spelled er, or (enter, major) * determine when to add -er and -est as a suffix to compare two or more things (larger, largest) * when to use homophones (deer, dear) * irregular plurals (mouse/mice, goose/geese)   Writing Workshop  While studying poetry, students will also write poems. Some time will also be spent on writing procedural text. Students will continue to work on expository compositions while building awareness of STAAR writing rubrics.  Grammar  Use and proofread for effective use of adjectives, adverbs, prepositions and prepositional phrases, and continue work on correlative conjunctions in compound sentences with correct use of commas. They will also work on transition words and singular and plural nouns. | 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, ¼, ½, ¾, 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)  Draw an angle with a given measure. (4.7D)  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

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| **English Language Arts/Reading** | **Math** | **Science** | **Social Studies** |
| Comprehension   * Literary Texts including myths, tall tales, fables, trickster tales, and realistic fiction: literary elements (characters, setting, plot, theme), story structure, visualizing and generalizing * Poetry: Explain how the structural elements of poetry (rhyme, meter, line breaks, etc.) relate to form (lyrical, free verse, etc.) * Teachers will use data to target review of reading skills and strategies prior to taking STAAR on April 22. * Literary Nonfiction (Biographies): Explore the genre looking comparing, contrasting and visualizing.. * Author’s purpose or craft will be discussed in all genres as will drawing conclusions, inferring and generalizing.   Vocabulary  Learn to use word parts (affixes and roots) as well as context to determine meaning of unknown words. Students will also work on analogies, categorizing words and other activities to extend vocabulary during spelling and reading comprehension.  Reading Fluency  Develop fluency by focusing on accuracy, rate, appropriate phrasing, and expression.  Spelling  Recognize and use the following rules and patterns in reading and writing:   * words with prefixes un-, re-, pre- * words with the suffix -er (listener, climber) * words with the suffixes -ful, and -less * calendar words (Tuesday, January) * words with consonant sounds /sh/ and /zh/ (multiplication, erosion) * singular and plural possessives (farmer’s, poets’) * words with suffixes -ness and -ment (kindness, government) * compound words * proper nouns and adjectives (Africa, African)   Writing Workshop  Students will complete their study of expository writing, practice analyzing prompts, and take STAAR writing on April 9. After the test they will write in response to reading for the remainder of the year.  Grammar  Students will take part in STAAR review based on data. This may include proper use of apostrophes (in possessives and contractions). | 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)  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. |