

Operations & Algebraic Thinking

4.OA

Use the four operations with whole numbers to solve problems.

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.

Gain familiarity with factors and multiples.

4. Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.

Number & Operations in Base Ten¹

4.NBT

Generalize place value understanding for multi-digit whole numbers.

1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. *For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.*

2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.

3. Use place value understanding to round multi-digit whole numbers to any place.

Use place value understanding and properties of operations to perform multi-digit arithmetic.

4. Fluently add and subtract multi-digit whole numbers using the standard algorithm.

5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Quarter 1 ELA Standards

[English Language Arts Standards » Reading: Literature » Grade 4](#)

Key Ideas and Details

- **CCSS.ELA-Literacy.RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **CCSS.ELA-Literacy.RL.4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- **CCSS.ELA-Literacy.RL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Craft and Structure

- **CCSS.ELA-Literacy.RL.4.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
- **CCSS.ELA-Literacy.RL.4.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

[English Language Arts Standards » Reading: Informational Text » Grade 4](#)

Key Ideas and Details

- **CCSS.ELA-Literacy.RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **CCSS.ELA-Literacy.RI.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.

[English Language Arts Standards » Reading: Foundational Skills » Grade 4](#)

Phonics and Word Recognition

- **CCSS.ELA-Literacy.RF.4.3a** 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

CCSS.ELA-Literacy.RF.4.4a Read grade-level text with purpose and understanding.

CCSS.ELA-Literacy.RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

[English Language Arts Standards » Writing » Grade 4](#)

Text Types and Purposes

- **CCSS.ELA-Literacy.W.4.3a** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- **CCSS.ELA-Literacy.W.4.3b** Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- **CCSS.ELA-Literacy.W.4.3c** Use a variety of transitional words and phrases to manage the sequence of events.
- **CCSS.ELA-Literacy.W.4.3d** Use concrete words and phrases and sensory details to convey experiences and events precisely.
- **CCSS.ELA-Literacy.W.4.3e** Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

- **CCSS.ELA-Literacy.W.4.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 [here](#).)

Research to Build and Present Knowledge

- **CCSS.ELA-Literacy.W.4.9a** Apply *grade 4 Reading standards* to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).

[English Language Arts Standards » Speaking & Listening » Grade 4](#)

Comprehension and Collaboration

- **CCSS.ELA-Literacy.SL.4.1a** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- **CCSS.ELA-Literacy.SL.4.1b** Follow agreed-upon rules for discussions and carry out assigned roles.
- **CCSS.ELA-Literacy.SL.4.1c** Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- **CCSS.ELA-Literacy.SL.4.1d** Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

[English Language Arts Standards » Language » Grade 4](#)

Conventions of Standard English

- **CCSS.ELA-Literacy.L.4.1d** Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
- **CCSS.ELA-Literacy.L.4.2a** Use correct capitalization.
- **CCSS.ELA-Literacy.L.4.2b** Use commas and quotation marks to mark direct speech and quotations from a text.

Vocabulary Acquisition and Use

- **CCSS.ELA-Literacy.L.4.4a** Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

Quarter 1 Science Standards

- 4.P.1 **Explain how various forces affect the motion of an object.**
- 4.P.1.1 Explain how magnets interact with all things made of iron and with other magnets to produce motion without touching them.
- 4.P.1.2 Explain how electrically charged objects push or pull on other electrically charged objects and produce motion.
- 4.P.2.1 Compare the physical properties of samples of matter (strength, hardness, flexibility, ability to conduct heat, ability to conduct electricity, ability to be attracted by magnets, reactions to water and fire). **Note:** This standard is integrated within the *Magnetism and Electricity* unit as well as the *Energy and Electromagnetism* unit. In both units, students explore the physical properties of various objects to determine their ability to be attracted by magnets and/or to conduct electricity.
- 4.P.3.1 Recognize the basic forms of energy (light, sound, heat, electrical, and magnetic) as the ability to cause motion or create change

Quarter 1 Social Studies Standards

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| 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. |
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