

What your child will learn in Grade 4



# Grade 4 Literacy Goals

Types of Skills	Goals
Foundational	In fourth grade, a portion of the literacy block should continue to focus on developing & sustaining word structure knowledge through demonstrating & applying phonetic (decoding) knowledge & spelling (encoding) knowledge for listening, speaking, reading, writing, and thinking.
Reading	In fourth grade, students develop & sustain comprehension & response skills while listening & reading. These skills should progress throughout the year as students use metacognitive strategies to determine author's purpose, analyze craft, & recognize genre characteristics & structures in increasingly complex texts.
Writing	In fourth grade, students develop & sustain oral & written language skills to communicate ideas effectively. By using the writing process recursively, students will compose multiple texts that consider audience & purpose, apply appropriate genre characteristics & craft, & determine appropriate mode of delivery.

## Grade 4 Literacy

Unit	Dates	Foundational Skills TEKS	Reading TEKS	Writing TEKS
Unit 1: Introduction to Multiple Genres	8/14 - 9/22	4.2Ai, 4.2Aii, 4.2Aiii, 4.2Aiv, 4.2Av, 4.2Avi, 4.2Bi, 4.2Bii, 4.2Biii, 4.2Bv, 4.2Bvi, 4.2C, 4.3A, 4.3B, 4.3C, 4.3D, 4.4A	4.6A, 4.6B, 4.6C, 4.6D, 4.6E, 4.6F, 4.6G, 4.6H, 4.6I, 4.7A, 4.7B, 4.7C, 4.7D, 4.7E, 4.7G, 4.8A, 4.8B, 4.8C, 4.8D, 4.9B, 4.9Di, 4.9Diii, 4.9F, 4.10A, 4.10B, 4.10C, 4.10D, 4.10E, 4.10F	4.11A, 4.11Bi, 4.11Bii, 4.11C, 4.11Di, 4.11Dii, 4.11Div, 4.11Dv, 4.11Dix, 4.11Dx, 4.11Dxi, 4.11E, 4.12A, 4.12B
Unit 2: Elements of Multiple Genres	9/25 – 11/3	4.2Biv, 4.4A	4.6E, 4.6F, 4.7C, 4.8C, 4.9A, 4.9C, 4.9Di, 4.9Dii, 4.9Ei, 4.9Eii, 4.9Eiii, 4.10A, 4.10G	4.11Bi, 4.11Bii, 4.11C, 4.11Dvi, 4.11Dviii, 4.12C
Unit 3: Developing Comprehension through Multiple Genres	11/6 – 12/21	4.4A	4.6E, 4.6F, 4.7C, 4.8C, 4.9Di, 4.10A	4.11Bi, 4.11Bii, 4.11C, 4.11Dvii, 4.12D
Unit 4: Deepening Understanding of Multiple Genres	1/9 – 2/16	4.4A	4.6E, 4.6F, 4.7C, 4.8C, 4.9Di, 4.10A	4.11Bi, 4.11Bii, 4.11C
Unit 5: Making Real World Connections through Multiple Genres	2/21 – 4/5	4.4A	4.6E, 4.6F, 4.7C, 4.8C, 4.9Di, 4.10A	4.11Bi, 4.11Bii, 4.11C

Unit	Dates	Foundational Skills TEKS	Reading TEKS	Writing TEKS
Unit 6: Genre Studies	4/17 – 5/24	4.4A	4.6E, 4.6F, 4.7C, 4.8C, 4.9Di, 4.10A	4.11Bi, 4.11Bii, 4.11C

## Grade 4 Mathematics

Unit	Dates	TEKS	Unit Goals
Unit 1: Place Value, Addition, and Subtraction	8/14 – 9/13	4.2A, 4.2B, 4.2C, 4.2D, 4.2E, 4.2F, 4.2G, 4.2H, 4.4A, 4.4G	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Represent the value of a digit in whole numbers and decimals using standard, word, and expanded notation.</li> <li>• Represent decimals using concrete and visual models.</li> <li>• Relate decimals to fractions.</li> <li>• Add and subtract whole numbers and decimals to the hundredths place.</li> </ul>
Unit 2: Multiplication and Division	9/14 – 10/27	4.4B, 4.4C, 4.4D, 4.4E, 4.4F, 4.4G, 4.4H	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Represent and solve multiplication and division problems using multiple strategies and models.</li> <li>• Solve one- and two-step problems using multiplication and division.</li> <li>• Interpret the remainder in a division problem.</li> </ul>
Unit 3: Algebraic Reasoning	10/30 – 11/17	4.5A, 4.5B	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Represent problems with a letter standing for the unknown using strip diagrams and equations.</li> <li>• Represent real-world problems in a table using number pairs.</li> <li>• Determine the rule represented in an input-output table.</li> </ul>
Unit 4: Fractions	11/27 – 1/12	4.3A, 4.3B, 4.3C, 4.3D, 4.3E, 4.3F, 4.3G	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Compare two fractions with different numerators and denominators and represent the comparison using symbols.</li> <li>• Represent and solve addition and subtraction of fractions with like denominators using objects, models, and number lines.</li> </ul>
Unit 5: Data Analysis	1/16 – 2/2	4.9A, 4.9B	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Represent data on a frequency table, dot plot, or stem-and-leaf plot marked with whole numbers and fractions.</li> </ul>

Unit	Dates	TEKS	Unit Goals
			<ul style="list-style-type: none"> <li>Solve one- and two-step problems using data in whole number, decimal, or fraction form in a frequency table, dot plot, and stem-and-leaf plot.</li> </ul>
Unit 6: Measurement	2/5 – 3/8	4.5C, 4.5D, 4.8A, 4.8B, 4.8C	Students will: <ul style="list-style-type: none"> <li>Solve problems involving area and perimeter with whole numbers.</li> <li>Solve problems that deal with measurements of length, liquid volumes, mass, elapsed time, and money.</li> </ul>
Unit 7: Lines, Angles & Shapes	3/18 – 4/9	4.6A, 4.6B, 4.6C, 4.6D, 4.7A, 4.7B, 4.7C, 4.7D, 4.7E	Students will: <ul style="list-style-type: none"> <li>Classify 2D shapes based on lines and angles.</li> <li>Determine the measure of an angle, in degrees, using a protractor.</li> <li>Use information from a known angle measure to solve for an unknown angle.</li> </ul>
Unit 8: Personal Financial & STAAR Review	4/10 – 5/24	4.10A, 4.10B, 4.10C, 4.10D, 4.10E	Students will: <ul style="list-style-type: none"> <li>Calculate profit.</li> <li>Describe the purpose of the different financial institutions.</li> <li>Distinguish between fixed and variable expenses.</li> </ul>

## Grade 4 Science/Engineering

Unit	Dates	TEKS	Unit Goals
Unit 1: Physical Properties	8/14 – 10/6	4.5A, 4.5B	Students will: <ul style="list-style-type: none"> <li>Measure, compare, and contrast physical properties of matter.</li> <li>Compare and contrast a variety of mixtures, including solutions.</li> </ul>
Unit 2: Organisms and Environments	10/16 – 11/17	4.9A, 4.9B, 4.10A, 4.10B, 4.10C	Students will: <ul style="list-style-type: none"> <li>Investigate what producers need to make their own food, and how consumers depend on other organisms for food.</li> <li>Describe the flow of energy through food webs and predict how changes in the ecosystem affect the food web.</li> <li>Explore how structures and functions help organism survive.</li> <li>Explore and describe inherited traits learned behaviors.</li> <li>Explore, illustrate, and compare life cycles.</li> </ul>
Unit 3: Water and Weather	11/27 – 12/22	4.8A, 4.8B	Students will: <ul style="list-style-type: none"> <li>Measure, record, and predict changes in weather.</li> </ul>

Unit	Dates	TEKS	Unit Goals
			<ul style="list-style-type: none"> <li>Describe and illustrate the continuous movement of water above and on the surface of the Earth and explain the role of the Sun as the major source of energy in this process.</li> </ul>
Unit 4: Forms of Energy	1/8 – 2/9	4.6A, 4.6B, 4.6C	<p>Students will:</p> <ul style="list-style-type: none"> <li>Differentiate forms of energy.</li> <li>Differentiate between conductors and insulators of thermal and electrical energy.</li> <li>Demonstrate that electricity travels in a closed path, creating electrical circuits.</li> </ul>
Unit 5: Force and Motion	2/12 – 3/8	4.6D	<p>Students will:</p> <ul style="list-style-type: none"> <li>Design a descriptive investigation to explore the effect of force on an object.</li> </ul>
Unit 6: Earth's Resources & Changing Surfaces	3/18 – 4/12	4.7A, 4.7B, 4.7C	<p>Students will:</p> <ul style="list-style-type: none"> <li>Examine properties of soil.</li> <li>Observe and identify slow changes to Earth's surface.</li> <li>Identify and classify Earth's renewable resources and nonrenewable resources, and the importance of conservation.</li> </ul>
Unit 7: Space	4/15 – 5/24	4.8C	<p>Students will:</p> <ul style="list-style-type: none"> <li>Collect and analyze data to identify sequences and predict patterns of change in shadows, seasons, and the observable appearance of the Moon over time</li> </ul>

# Grade 4 Social Studies

Unit	Dates	TEKS	Unit Goals
Unit 1: The Great State of Texas	8/14 – 9/22	4.6A, 4.6B, 4.7A, 4.14A, 4.14B, 4.14C, 4.19C, 4.20A, 4.20B	Students will: <ul style="list-style-type: none"> <li>• explain how the places where people live influences them, the land, and their culture.</li> <li>• use and create maps to tell a story.</li> <li>• describe important Texas customs, symbols, and celebrations that represent its history.</li> <li>• describe landforms, climate, and natural resources influence patterns of settlement and population distribution.</li> </ul>
Unit 2: Exploration and Early Colonization	9/25 – 11/10	4.1A, 4.1B, 4.1C, 4.1D, 4.2A, 4.2B, 4.2C, 4.2D, 4.2E, 4.6A, 4.6B, 4.7A, 4.7B, 4.9A, 4.9B, 4.12A, 4.12B, 4.14A	Students will: <ul style="list-style-type: none"> <li>• Explain how a diversity of viewpoints influence change.</li> <li>• Explain that where people live influences them, the land, and their culture.</li> <li>• Describe how culture shapes societies.</li> <li>• Explain how landforms, climate, vegetation, and economic activities influence patterns of settlement and population distribution.</li> <li>• Explain how early societies in Texas earned a living to meet their needs such as hunting, farming, and trading.</li> </ul>
Unit 3: Revolution and the Republic of Texas	11/13 – 1/19	4.3A, 4.3B, 4.3C, 4.3D, 4.12B, 4.13A, 4.13B, 4.14A, 4.15D	Students will: <ul style="list-style-type: none"> <li>• Explain how a diversity of viewpoints influence change and can cause conflict.</li> <li>• Explain how the Government reflects the changing needs of the people.</li> <li>• Describe the challenges and successes of the Republic of Texas.</li> <li>• Connect how Texas historical documents relate to the Texas government today.</li> <li>• Describe the many symbols and landmarks of Texas.</li> <li>• Explain the important historical figures and their participation in the democratic process and describe how these individuals made a difference.</li> </ul>
Unit 4: Challenges of Texas	1/22 – 3/1	4.3D, 4.3E, 4.4A, 4.4D, 4.10C, 4.13A,	Students will: <ul style="list-style-type: none"> <li>• Explain how political, economic, and social differences can lead to conflict and how conflict has impacted the state of Texas.</li> </ul>

Unit	Dates	TEKS	Unit Goals
		4.13B, 4.14A, 4.15D	<ul style="list-style-type: none"> <li>• Explain that a democratic society is based on individual rights, freedoms, and responsibilities.</li> <li>• Explain how historical figures and leaders modeled active participation in the democratic process and the founding of Texas as a republic and state.</li> <li>• Explain the free enterprise system.</li> <li>• Describe Texas holidays such as Juneteenth.</li> </ul>
Unit 5: Becoming 20 <sup>th</sup> Century Texas	3/4 – 4/12	4.4B, 4.4C, 4.4D, 4.5A, 4.5B, 4.8A, 4.8B, 4.8C, 4.10A, 4.10B, 4.10C, 4.11A, 4.11B, 4.11C, 4.11D	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Explain how people make economic choices in a free enterprise system.</li> <li>• Describe how several important people, industries, issues, and events of the late 19th and early 20th century impacted the growth and development of Texas.</li> <li>• Explain how scientific discoveries, innovations, and contributions affected individuals, businesses, and society in Texas.</li> </ul>
Unit 6: 20 <sup>th</sup> Century Texas	4/15 – 5/24	4.7B, 4.8B, 4.14D, 4.15A, 4.15B, 4.15C, 4.15D, 4.15E, 4.16A, 4.16B, 4.17A, 4.17B, 4.18A, 4.18B, 4.21A	<p>Students will:</p> <ul style="list-style-type: none"> <li>• explain how individuals and culture shapes societies.</li> <li>• explain how individuals make a difference, develop, and impact industrialization and urbanization in Texas.</li> <li>• describe the significant customs, celebrations and traditions in Texas.</li> <li>• explain why effective leadership is important in a constitutional republic.</li> <li>• explain how people of various racial, ethnic, and religious groups contribute to Texas culture.</li> </ul>