

Grade 4

What should my students learn from September to November?

By the end of fourth grade, all students should reach the expectations outlined in the NYS standards. This means that no matter what curricular resources your school uses, there are certain experiences all children in fourth grade have. This learning map helps you know what your students should be learning from September to November and details examples of research validated pedagogical practices that you can employ to create access to rich and culturally responsive grade level content. This learning map is not intended to be used to monitor student progress at different times of the year but rather to carefully consider the types of learning experiences students have access to within a given curriculum and ways to enhance instruction and accelerate learning for every student.

A student entering fourth grade has had a year to make the transition between the early and upper elementary grade-levels. Their academic experiences have fostered their ability to be more independent learners. They are now ready to take on the work of fourth grade.

Reading	<p>The Fourth Grade Experience</p> <p>An entering fourth grader has had opportunities share their thinking about what they have read in more detailed ways. That is, they have worked to think about texts they read and form opinions and inferences about those texts. When sharing, they can cite details from the text to support share and participate in conversations. This student also has experience with attending to meaning making while reading. To reinforce this skill in the early part of the year, teachers typically engage students in activities that enable them to focus on monitoring comprehension and redirecting their attention to the text when meaning breaks down. It is beneficial to provide prompting and support as the student implements self-correcting strategies.</p> <p>In the beginning of fourth grade, students are accustomed to reading longer texts that require their attention and stamina, and have the capacity to sustain time on task when provided the opportunity to engage with text independently for the purposes of comprehension, practice and enjoyment. To that end, early in the year, ensure students can manage distractions when reading. In the beginning portion of the year, students should be given the time to engage in opportunities to demonstrate and fine-tune that ability. Fourth graders should be taught to self-employ strategies that help them navigate distractions and understand the purpose for doing so.</p> <p>It will be equally as important to support students as they continue to develop and become more proficient readers. In the beginning of the school year, students are provided with opportunities to identify their personal interests in reading. Allow for your students to indicate preferred genres, authors, “types of” stories and topics to read about. Developing a reading identity will be crucial to support a student’s ability to read for meaning and learn new content as they engage with diverse texts that reflect the richness of their cultures, backgrounds and experiences. This is an essential part of fourth grade that provides students with culturally responsive and relevant learning experiences.</p> <p>As in all grades, it is important to establish routines and structures to ensure a student has ample opportunity to engage with their peers through listening and speaking to build reading comprehension. In fourth grade, these opportunities ensure added practice with moving from summarizing portions of a text to summarizing texts in its entirety. To support a fourth grader to make that leap, discussion and conversation can reinforce the necessary skill set through multiple modalities of communication. Setting these routines and structures, some of which are outlined below in the “pedagogical practices” column, in place early will be an added support to them.</p> <p>At this stage, a student will have had experiences with reading a total span of fiction and informational genres. To that end, early in the year, it can be beneficial to continue explicit instruction and practice to reinforce format and structure of each genre. This will be an added support as the year progresses and the level of text complexity increases. A student will need to develop more flexibility with the genres they encounter this year.</p>
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In addition, it is integral for students to actively engage in a knowledge-building process in which a student immerses themselves in meaning-making experiences through reading, writing, listening, and speaking about a text or topic. As a result, although text (in its multiple forms) is at the center of the process, teachers should start to introduce protocols and routines for students to listen, talk, and write about it as well. This will enable the development of the Lifelong Practices of Readers. As you prepare and engage students in a blended learning environment, consider teaching into the structures and routines they will need to be successful learners, examples of which are outlined in the “pedagogical practices” column below.

Special Note for Blended and Remote Instruction

Explicit, direct instruction utilizing a gradual release of responsibility model (**Modeling: I do; Guided Practice: We do; Independent Practice: You do**) is a highly validated research-based pedagogical approach that should be part of every teacher’s repertoire. Active engagement with students is particularly important during the **Modeling: I do** and **Guided Practice: You do** phases. Active engagement constitutes the interaction between the teacher and student and serves as a critical feature of high-quality instruction. One might argue without active engagement and the exchange between teacher and student, there is no teaching. For this reason, these components of a lesson are best suited for synchronous instruction so that the teacher can interact with students by asking questions, eliciting responses, discussing prior knowledge and offer students with affirmative and immediate feedback to correct any misconceptions before students go off to independently practice. Asynchronous learning activities, tasks and projects should reinforce instruction that occurs synchronously as students work independently to practice new skills and reinforce new learning. Throughout this document, you find ideas and resources that support blended and remote instruction both synchronously and asynchronously. This article, [4 Tips for Getting to Know the Blended Instructional Model](#), will support you in establishing routines and structures for blended and remote settings.

Using this Learning Map

Below you will find the teaching and learning experiences that most fourth-grade students should have from September to November. There is also a list of high-leverage and research-based instructional practices that can be implemented to support students as they engage in learning to develop these skills. This is not meant to provide an exhaustive list of pedagogical practices; instead, it is meant to capture a collection of well-rounded practices one might incorporate into the instructional design of daily lessons that fit within a given curriculum. You will notice that the pedagogical practices detailed below often correlate to the learning experiences in the left-hand column and intended to create access to the experiences students will have.

Since curriculum is typically carefully and intentionally designed, lessons in your curriculum should be followed in the order they appear and not be taken out of sequence, skipped or moved around unless there are considerations about how this might change the learning progression for students across the grade and the impact this has across grades vertically.

	<p>What will the learning look like? <i>In the beginning of the year, fourth graders have experiences that support the learning below.</i></p>	<p>What pedagogical practices can support this? <i>Practices that create access to rich, culturally responsive grade -level work include but are not limited to the examples below.</i></p>
<p>Reading Behaviors and Habits</p> <p><i>The teaching and learning reflected here is connected to the Lifelong Practices of</i></p>	<p>Students are provided with the opportunity to:</p> <ul style="list-style-type: none"> • Select and choose text independently that will engage reading for sustained periods of time. 	<p>Teachers may:</p> <ul style="list-style-type: none"> • Cultivate a culture of independent reading through the set-up routines and structure to support choice of book selection and sustained time for reading. <ul style="list-style-type: none"> ○ Establish a set time for daily independent reading. ○ Provide direct instruction for teaching routines and structures to students. ○ Utilize accessible digital collections such as Sora, Epic!, Lit2Go, MyOn. ○ For additional guidance for how to establish routines and structures, see Reading with Power and Passion: Resources to Support Independent Reading • Utilize text sets that offer rich, diverse and authentic text to enhance the teaching and learning of content and foster affinities of students.

<p><i>Readers and Writers. These reading behaviors should be explicitly taught and modeled in the beginning of the year. Teachers should monitor student learning around these lifelong practices and provide students with feedback so these behaviors become habits for lifelong reading.</i></p>	<ul style="list-style-type: none"> • Select and read a wide range of literary and informational texts that reflect interests and grade-appropriate content. • Actively listen and respond to read alouds. • Recall and summarize key ideas in text and support with text evidence. • Monitor for meaning when reading independently by: <ul style="list-style-type: none"> ○ Employing previously taught strategies for reading comprehension ○ Using discussion and writing opportunities to track and monitor reading comprehension. ○ Use writing about reading to track and monitor comprehension of text • Monitor and employ previously taught strategies like: <ul style="list-style-type: none"> ○ Self-correct reading accuracy ○ Overcoming distractions while reading ○ Word attack skills and decoding skills independently ○ Using words in context • Identify reading goals and work towards meeting those goals independently and with support from teachers. • Listen to partners read and practice fluency. 	<ul style="list-style-type: none"> ○ Engage students in daily read-alouds to ensure they are getting exposure to a balance of complex text. ○ For tips on delivering virtual read alouds, see 7 Tech Tips for Your Next Read-Aloud • Set purpose for reading before, attending to comprehension during and summarizing or retelling after reading in order to: <ul style="list-style-type: none"> ○ Access prior knowledge ○ Build background knowledge ○ Make connections ○ Have students employ previously learning skills. • Teach reading comprehension strategies through explicit, direct instruction and monitor student use. • Design, adapt, and support access to instructional scaffolds so all students can engage with grade-level texts, rather than restricting students to texts at lower reading levels (see Scaffolding Instruction for MLLs/ELLs). • Provide time for students to write about their reading to support meaning making of text. <ul style="list-style-type: none"> ○ For additional guidance with implementing writing about reading in a blended learning environment see, Interactive Reading For The Google Classroom. • Work with student to co-create reading goals and coach students towards meeting their goals. • Provide ample time and opportunity for students to engage with partners and as a community around text being read as a class and independently. <ul style="list-style-type: none"> ○ Use Padlet to post questions, make categories and invite students to respond, keep a running record of reading materials, encourage discussions and conversations. ○ Use Flipgrid to invite students to response to each other.
<p>Reading Development</p> <p>This learning is connected to Priority Learning Standards 4R1, 4R2, 4R4 & 4R7/8</p>	<p>Students are provided with the opportunity to:</p> <p>Locate and refer to relevant details and evidence to demonstrate comprehension of a text</p> <ul style="list-style-type: none"> • Ask questions of the text and read to locate answers to questions using relevant and specific details. • Use relevant and specific details to begin to explain what the text says. • Share ideas about text through writing and discussion. 	<p>Teachers may:</p> <p>Locate and refer to relevant details and evidence to demonstrate comprehension of a text</p> <ul style="list-style-type: none"> • Engage in instructional read alouds that provide students with opportunities to ask and answer questions about a text; Utilize accessible digital collections such as Sora, Epic!, Lit2Go, MyOn. • Model, through writing and thinking aloud, how to record details to track understanding of a text. (See, Answer Questions About a Text by Locating Evidence, sample lesson); <ul style="list-style-type: none"> ○ Use digital tools like shared documents, PowerPoint Charts, applications or this resource for digital concept maps. • Provide students with opportunities to share ideas and engage in discussions about texts; <ul style="list-style-type: none"> ○ Have students share during live sessions; Promote turn taking and discussion using video conferencing features like the “raise hand” feature or chat.

Make logical inferences about a text

Literary

- Use descriptions of characters, events and settings to make inferences.
- Begin to explain explicit and implicit information to support inferences.

Informational

- Draw inferences based on the details and information presented.
- Use the illustrations, photographs, and other text features to infer from the text.

Determine the central ideas and themes of a text

Literary

- Determine the lesson or moral of a text based on the understanding of the resolution and/or how the character changes across a text.

Informational

- Determine the central idea of a section of a text.
- Use the topic of the whole book to determine the central idea of a section of a text.

Summarize the key supporting details and ideas

Literary

- Follow and remember details about the events and the problem in the story to understand the ending.
- Summarize specific parts of a story.
- Engage in peer discussions to practice summarizing portions a text.

- Have students record short videos to share with peers and others.

Make logical inferences about a text

Literary

- Use a familiar text to demonstrate the use of descriptions of characters, events and settings to formulate an inference text.
- Explicitly teach student how to use details from the text to justify inferences about a text; Have students practice together and offer immediate feedback; Use interactive tools like [Jamboard](#).

Informational

- Provide students with the opportunity to share inferences based upon available text features; Use [Flipgrid](#) to invite students to response to each other.
- Coach and support students to use knowledge of a topic when making inferences about a text.

Determine the central ideas and themes of a text

Literary

- Engage students in discussions as they share the lessons learned after reading a text as a class; Coach students to refer to details in the text that describe to explain their thinking; Have students share during live sessions; Promote turn taking and discussion using video conferencing features like the “raise hand” feature or chat.
- Explicitly teach students how to use the problem and resolution to help them identify the lesson of a story; Have them practice together and offer immediate feedback.
- Engage students in a read aloud of short text and coach them to notice and identify themes and topics present in the text.

Informational

- Explicitly teach students how to use the headings and sub-headings of a section to help determine the central idea; Have students practice and offer immediate feedback.
- Demonstrate and coach students to notice the text structure and overall organization of a text.
 - Text structures such as description, cause and effect, chronological, sequence, categorization, compare/contrast, problem/solution, or question/ answer.

Summarize the key supporting details and ideas

Literary

- Demonstrate the use of relevant details and main points to capture an exemplar summary of a familiar text; Have students practice together and provide immediate feedback; Use interactive tools like [Jamboard](#).
- Co-construct summaries with students; Guide and coach students in decision making; Use shared documents or interactive tools like [Jamboard](#).
- Provide non-examples of summaries and engage students in discussions where they share observations.
- Annotate sample summaries for the purpose of teaching the features of a summary.

Informational

- Use information/details when summarizing sections of the text to demonstrate an understanding of a topic.
- Read texts and demonstrate comprehension by expressing the most important parts of a section of a text.

Determining the meaning of words, phrases and figurative language to foster comprehension of a text

- Attend to metaphors, similes, puns and idioms while reading a text.
- Practice using words and phrases from the texts.
- Employ previously learned and newly acquired strategies for making meaning of unknown words.

Informational

- Engage students in multiple opportunities to practice summarizing information presented in portions of a text. (See, [Taking notes to summarize information](#), sample lesson)
- Partake in [Collaborative Strategic Reading](#) (register and access resources for free;
 - Before Reading Preview the text by identifying the topic (engage); [brainstorming](#) what they already know about the text of topic; and sets the purpose for reading
 - During Reading [Click and Clunk](#) the text and then Get the Gist: As they read a text (or part of a text) students look for words or phrases they do not understand, and use fix up strategies to try and understand them. They, then, figure out the main idea of that part and come to an understanding of what it may mean (a “gist”).
 - After Reading Have students write questions about the text and ask them to their peers. The peers need to give an answer using evidence
 - As a whole class or in groups, the students review the most important parts of the text.
*Please note that if students have never participated in these approaches or protocols, it is important that they are taught explicitly first in a step-by-step fashion (not all at once)

Determining the meaning of words, phrases to foster comprehension of a text

- Provide direct instruction to support students with employing previously learned strategies to try to figure out the meaning of the unknown words they encounter while reading. (See, [Use a context clues and a glossary to determine the meaning of unknown words](#), sample lesson)
- For additional guidance on implementing contextualized vocabulary instruction, see [Word Work Word Play: A Practice Guide for Vocabulary instruction in K-12 Classrooms](#).

The Fourth Grade Experience (Adapted from NYC DOE [Educating Powerful Writers](#))

No matter what grade students are in, creating a culture of writing is essential as it allows students to share their stories, thoughts, responses, and opinions when intentionality orchestrated by informed, caring teachers. This starts with knowing students well by valuing and honoring what each student’s culture, interest and diverse background bring into the classroom, a key element of returning to school in the fall. A class with a supportive and nurturing culture is a place where teachers model and show students how to respect and care for each other. As teachers develop a community of writers, students will be asked to share their closely held stories and ideas, which requires a safe and supportive environment. While teachers will want all students to have an appreciation for writing as well as the knowledge and skills to write effectively, it is important to get to know students as writers first as the school year begins. This means that before teaching any writing at all, teachers should learn about their students, their history as writers, whether they love or hate writing, and whether they think they are good writers or not. While observing students and talking with them will yield much useful information, a simple survey done in the beginning of the year can also provide the teacher with essential information about students and their attitudes toward writing.

In classes where there is culture of writing, all students know that they are capable of mastering writing, even though it is a complex skill. When there is a community of writers, students feel competent and able to write well, if not at the present moment, then certainly in the very near future. Teachers reinforce a growth mindset so that students understand the role that sustained effort and practice can play in improving achievement. It’s important to establish some systems and structures so that the students feel that the teacher cares about them and their progress as writers. Students enter fourth grade with knowledge of and some independence with use of the writing process to write narratives, opinions, informative/expository texts, poetic pieces, and responses to literature. In the beginning of the year, teachers can capitalize on this knowledge as they establish these systems and structures that enable students to grow as writers and engage in the writing process whenever writing.

Over the course of the year, the focus of writing instruction should encompass a process that students use to create writing products. When teaching writing, instructional focus must not be on what is produced but rather how writing pieces are produced and making the teaching of writing transparent. Teachers of writing teach the “how” of writing and to unpack all the messy details that lead from an initial idea to a finished piece. As we teach writing as process, teachers need to provide students with explicit instruction that guides them through each phase and establish systems and structures that support this. While writing pieces across various genres, students engage in the phases of the writing process outlined below, which are recursive and support students in learning the “how” of writing as they write following this process throughout the year.

- REHEARSING: Ways to find ideas for writing and prepare to draft
- DRAFTING: Writing a first draft
- REVISING: Improving writing through elaboration
- EDITING: Edit writing for mechanics, usage and punctuation
- PUBLISHING: Create a final piece; Celebrate and share it with others in authentic ways

Throughout the year, teachers can cultivate writing use mentor and model texts that reflect the diversity of their classrooms, knowing how important it is for students to see and hear stories about people like themselves. When students can identify with characters and stories that reflect some aspect of their own lives, personal and cultural knowledge and experience, they are more deeply engaged and can build on their life experiences to make connections to the wider world. Reading plays a critical role in writing and can actually help students become better writers. This is because wide reading exposes students to many authors’ use of language, style, characters, and dialogue that can serve as models and inspiration for students’ own writing. As students read different genres across the year, they begin to understand the structures, recognize patterns in organization and development, and become familiar with typical devices used in the genre. When they try their hand at writing in the same genre, they can apply all that they know as they make decisions about structure, content, and style. In addition to students reading texts in order to inform their own writing, writing can also inform their reading. In fact, many of the most common literary devices and concepts can be introduced first through writing, as can the notion of analyzing characters’ actions and words to determine their traits. For example, students can learn to write actions that reveal the kind of person their character is. A mean-spirited character might pinch people, while a shy character might scrunch down in his desk behind a taller student so that the teacher doesn’t see him and call on him to speak in front of the class. Once students know how to use actions and dialogue to reveal the characters they have created, they are then better able to identify these moves in the texts

they read, and then analyze and determine how characters are revealed in the writings of professional authors. This dual practice can serve to accelerate mastery with both reading and writing skills.

In addition, it is integral for students to actively engage in a knowledge-building process in which a student immerses themselves in meaning-making experiences through reading, writing, listening, and speaking about a text or topic. As a result, although text (in its multiple forms) is at the center of the process, teachers should start to introduce protocols and routines for students to listen, talk, and write. This too will enable the development of the Lifelong Practices of Writers.

Special Note for Blended and Remote Instruction

Explicit and systematic instruction, where teachers might model a step-by-step demonstration of a strategy while verbalizing their thinking at each step or summarize texts read and engage in collaborative writing, where teachers work together with students to plan, draft, revise, and edit their compositions, are two highly validated research-based pedagogical approaches that should be part of every teacher’s repertoire as they teach writing. These components of a lesson are best suited for synchronous instruction so that the teacher can interact with students. Asynchronous learning activities, tasks and projects should reinforce instruction that occurs synchronously as students work independently to try out new skills in their writing. Throughout this document, you find ideas and resources that support blended and remote instruction both synchronously and asynchronously.

Using this Learning Map

Below you will find the teaching and learning experiences that most fourth-grade students should have from September to November. There is also a list of high-leverage and research-based instructional practices that can be implemented to support students as they engage in learning to develop these skills. This is not meant to provide an exhaustive list of pedagogical practices; instead, it is meant to capture a collection of well-rounded practices one might incorporate into the instructional design of daily lessons that fit within a given curriculum. You will notice that the pedagogical practices detailed below often correlate to the learning experiences in the left-hand column and intended to create access to the kinds of teaching and learning experiences students will have.

Since curriculum is typically carefully and intentionally designed, lessons should be followed in the order they appear and not be taken out of sequence, skipped or moved around unless there are considerations about how this might change the learning progression for students across the grade as well as the impact this has across grades vertically. You will notice learning experiences related to informational, narrative and opinion writing are outlined below. These learning experiences will be highly connected to when each is taught in your curriculum. As you examine your curriculum for the presence and teaching of these types of writing, some questions to consider are:

- Does your curriculum teach all three types of writing (narrative, opinion and informational)?
 - If your curriculum does not teach one of these types of writing, what supplemental programs does your school use to ensure this type of writing is taught so students reach the expectations outlined in the standards for each?
- When is each type of writing taught?
- When taught, do students have the learning experiences identified?

Please note, each genre of writing (informative/explanatory, argument and narrative) is outlined below however it is not expected that all three genres of writing are taught from September to November. This learning map simply outlines the learning experiences that occur within each genre if taught in your curriculum during this timeframe.

	What will the learning look like? <i>In the beginning of the year, fourth graders have experiences that support the learning below.</i>	What pedagogical practices can support this? <i>Practices that create access to rich, culturally responsive grade -level work include but are not limited to the examples below.</i>
<p>Writing Behaviors and Habits</p> <p><i>The teaching and learning reflected here is connected to the Lifelong Practices of Readers and Writers. These writing behaviors should be explicitly taught and modeled in the beginning of the year. Teachers should monitor student learning around these lifelong practices and provide students with feedback so these behaviors become habits for lifelong writing.</i></p>	<p>Students are provided with opportunities to:</p> <ul style="list-style-type: none"> • Read a variety of diverse texts that represent narrative, informative/explanatory and argument writing to serve as mentor texts for writing. • Try out techniques observed in mentor texts. • Write routinely over sustained periods of time that gradually increase. • Write across a variety of genres (narrative, informative/explanatory and argument) for specific purposes. • Collaborate with classmates to write together. • Write to share stories and ideas and about topics that are interesting to them, relevant to their lives and meaningful. 	<p>Teachers may:</p> <ul style="list-style-type: none"> • Choose authentic texts that are reflective of students’ rich cultures and backgrounds to serve as mentors and teach various structures. <ul style="list-style-type: none"> ○ Utilize accessible digital collections such as Sora, Epic!, Lit2Go, MyOn. • Have students discuss author’s craft across various kinds of writing. <ul style="list-style-type: none"> ○ Use the “raise hand feature” to promote discussion using video conferencing platforms. ○ Use Padlet to post questions and invite students to respond and encourage discussions and conversations. ○ Use Flipgrid to invite students to response to each other. • Explicitly teach students through modeling and the use of think aloud how to try out techniques from mentor texts. • Create systems and structures that give students extended periods of time to write daily. • Explicitly teach students through modeling and the use of think aloud how to carry out the various steps for writing each type of genre. • Create charts or checklist for each genre students can refer to as they are writing; Follow these directions to use Flipgrid to make digital charts. • Provide students with a constricted choice (students will write in a specific genre but then are given choice about what they will write about within that genre). • Co-construct a portion of a writing with students; Guide students in practicing trying out new skills and writing techniques together; Offer immediate and affirmative feedback. <ul style="list-style-type: none"> ○ Try this book builder to create digital writing. ○ Use shared documents or Google Suite tools like Jamboard. ○ Use Writing.Com: Where the Writers Go, a collection of prewritten beginnings of stories, where students can choose the direction of the story and write final chapters! • Establish writing partnerships. <ul style="list-style-type: none"> ○ Establish remote writing partnerships; Encourage students to video conference their writing partner and/or create short videos where they share their writing with their partner and others. • Create a community of writers, where students feel safe to share their stories and personal experiences; Give students the opportunity to share stories and ideas and discuss topics that are interesting to them, relevant to their lives and meaningful as springboards for writing. <ul style="list-style-type: none"> ○ Give students opportunities to share during live session; Promote turn taking and discussion using video conferencing features like the “raise hand” feature or chat. ○ Have students record short videos to share with peers and others.

- Use writing to respond to texts, author, theme or personal experience through poems, plays, stories, art work, etc.
- Write in response to writing prompts (e.g, quick write or on demand) so that teachers can assess writing skills students already have.

The Writing Process

- Use the writing process with an understanding that all parts of the writing process can happen at any time while writing a piece.

REHEARSING: FINDING IDEAS AND PREPARING TO DRAFT

- Brainstorm ideas for writing by making lists or completing graphic organizers.
- Reading other writers for inspiration.
- Explore interesting topics or ideas that are meaningful and relevant to write about.

- Give students choices for writing and ways to respond to texts and experiences creatively; Expose students to poems, plays, artwork, etc.
 - Check out this [interactive website](#) that helps students learn poetry.
- Engage students in discussion that activate prior knowledge about topics and previously learning writing skills and techniques prior to writing in response to a prompt (e.g., quick write or on demand).
 - Video conference with students as they complete their quick writes or on demand pieces; Have students use interactive tools like [Jamboard](#).

The Writing Process

- Explicitly teach students about the writing process; Model that the writing process it recursive and not linear; E.g., You might return to drafting and brainstorming ideas after you revise.
- Provide student with tools (e.g., checklists) to self-monitor as they move through the writing process; Model the use of these tools for students; Monitor and reinforce student use.
 - Create a digital checklist that students can use as they engage in the writing process; Use [Google Keep](#) to share it with students.
- Establish writing partnerships so students can work together to plan, draft, revise, and edit their compositions.
 - Create remote writing partnerships; Encourage students to video conference with or send videos to their remote writing partner.

REHEARSING: FINDING IDEAS AND PREPARING TO DRAFT

- Brainstorm ideas for writing together with students; co-construct lists or complete graphic organizers that document ideas for writing; Use [this resource](#) to create digital concept maps.
- Model brainstorming ideas and writing out those ideas into blurbs that can be stretched out; Use a shared document or interactive tools like [Jamboard](#).
- Have students discuss their ideas for writing with each other;
 - Use [Padlet](#) to post questions, invite students to respond, keep a running record of ideas for writing, encourage discussions and conversations.
 - Use [Flipgrid](#) to invite students to response to each other.
 - Encourage remote writing partners to video conference each other or create short videos to share ideas.
- Give students choice to selecting meaningful, relevant and interesting topics to write about.
- Immerse students in mentor texts with authentic writing examples that reflective their diverse cultures, background and experiences; Utilize accessible digital collections such as [Sora](#), [Epic!](#), [Lit2Go](#), [MyOn](#).
- Model through use of a think aloud brainstorming topics or ideas that you would like to learn more about; Have students try this out as a class or with a partner.
 - Use the “raise hand” feature or chat to promote discussions during video conferencing.
 - Have students create short videos to share with their remote writing partner.

- Re-read their own pieces for topics or ideas to explore further.
 - Create a writing plans like outlines or graphic organizers.
 - Gather needed information needed to write.
 - Write several flash drafts of possible story ideas.
- DRAFTING**
- Use a writing plans and other supporting information organized or gathered to draft writing pieces.

REVISING

- Elaborate on the most critical elements for each genre of writing.

- Co-create a chart of interesting topics or ideas the class would like to explore and write about; Have students create their own charts in their writing notebook; Try using this [resource for digital concept maps](#).
- Model through use of a think aloud how to choose topics or ideas for writing; Show students how you might return to texts read and information gathered in your writing notebook to help you make the decision.
 - Create digital writing notebooks for students; Read [this article](#) to find out more about digital writing notebooks.
- Have students maintain a writing notebook for generating, capturing, and drafting ideas; Have students return to their writing notebook for topics and ideas to explore further in upcoming pieces;
 - Create digital writing notebooks for students; Read [this article](#) to find out more about digital writing notebooks.
- Explicitly teach students how to create writing plans using outlines and graphic organizers; Have students practice together and provide them with immediate, affirmative feedback.
 - Use digital tools like a shared documents, PowerPoint Charts, applications or [this resource for digital concept maps](#).
- Engage students with multiple texts about the same topic or theme as a way to gather information and ideas to write about while building knowledge; Utilize accessible digital collections such as [Sora](#), [Epic!](#), [Lit2Go](#), [MyOn](#).
- Explicitly model how students might compose a flash draft; Use a think aloud to illustrate thinking to students; Use a shared document or interactive tools like [Jamboard](#).

DRAFTING

- Explicitly teach and model how students can use information organized and gathered during the rehearsal stage to begin writing; Use a shared document or interactive tools like [Jamboard](#).
- Co-construct drafts of writing with students; Use a think aloud to tell students about your thought process for drafting.
- Have students share their drafts with a partner for feedback; Provide students with sentence starters to support the conversation, as needed; Have students use charts or checklists about the specific writing genre when giving feedback.
 - Have students review each others' drafts and provide feedback electronically.
 - Have students create short videos detailing the feedback they have for their partner.
 - Use [Padlet](#) to invite students to respond and encourage discussions and conversations.
 - Use [Flipgrid](#) to invite students to response to each other.

REVISING

- Refer to charts and/or checklist for a particular genre when modeling the revision process for students; Follow [these directions](#) to use Flipgrid to make digital charts.
- Explicitly model how to select a part of writing for revision using a demo text; Use a think aloud to illustrate why you made this decision; Have students practice with a partner; Provide students with immediate and affirmative feedback.

	<ul style="list-style-type: none"> • Revisit word usage. • Incorporate feedback from the teacher and peers. <p><i>EDITING</i></p> <ul style="list-style-type: none"> • Evaluate the quality of their sentences. <p><i>PUBLISHING</i></p> <ul style="list-style-type: none"> • Incorporate revisions and edits into one neat, final copy of their writing. • Share their writing with well-chosen audiences. <ul style="list-style-type: none"> • Receive feedback on their writing from audiences. • Reflect on their writing and consider new writing challenges or areas for growth. 	<ul style="list-style-type: none"> • Explicitly model revising work by adding critical elements for the genre to writing on a demo text; Use a think aloud to illustrate how particular parts are being revised. • Explicitly teach students the importance of word usage; E.g., you might ask, “Did you use transitional words and phrases to connect ideas?” • Refer to charts and/or checklist during conferences with students to discuss their writing and work together to develop a plan for revision; Use Google Keep to share digital checklists with students. <p><i>EDITING</i></p> <ul style="list-style-type: none"> • Explicitly teach students through modeling how to evaluate the quality of their sentences; E.g., you might ask, “Did you use the right verb tense (e.g., walked, walks, will walk)?” • Explicitly teach strategies for checking grammar, spelling, and punctuation, as well as correcting any mistakes in the piece. • Give students editing checklists; Use Google Keep to share digital checklists with students. • Have students edit each other’s work. <p><i>PUBLISHING</i></p> <ul style="list-style-type: none"> • Explicitly model how to prepare a neat, final copy of their writing with a demo text; Use a think aloud to illustrate your thinking and decision making; Use a shared document or interactive tools like Jamboard. • Provide avenues for students to publish their work via online forums, a google classroom, webpage, etc. • Create opportunities for students to share their writing with a chosen audience. <ul style="list-style-type: none"> ○ Have students record short videos where they share their writing; Have them share videos with peers and family members. • Create sentence starters or checklists an audience can use to guide their feedback. • Give students opportunities to reflect on their writing and create writing goals. <ul style="list-style-type: none"> ○ Set up a digital reflection journal or exit tickets. Read this article to learn more.
<p>Informative/ Explanatory</p> <p><i>The teaching and learning reflected here is connected to Priority Learning Standards 4W2 & 4W7/8</i></p> <p><i>These learning experiences are</i></p>	<p>Following the writing process, students are provided with opportunities to:</p> <ul style="list-style-type: none"> • Read multiple informational texts in diverse forms (books, articles, blogs, etc.) about the same topic. 	<p>Following the writing process, teachers may:</p> <ul style="list-style-type: none"> • Immerse students in the genre by offering a variety of informational texts and eBooks to serve as mentors for this type of writing and support them in gathering facts and information about a topic; Select texts in various forms that are interesting, engaging and meaningful to students. <ul style="list-style-type: none"> ○ Utilize accessible digital collections such as Sora, Epic!, Lit2Go, MyOn. • Stop to discuss information read and text features through an instructional read aloud to introduce mentor texts; You might choose an informative text that students are already familiar with so time can be spent examining the writer’s craft rather than comprehension; Use interactive tools like Jamboard to enhance discussions. • Use mentor texts to explicitly teach features of an informative text; Give students the opportunity to practice determining features together; Chart features of informative texts and add to this chart as you explore more texts; Follow these directions to use Flipgrid to make digital charts.

<p><i>only expected if informative/explanatory writing is taught during this timeframe.</i></p>	<ul style="list-style-type: none"> • Gather information such as facts, definitions, details and other relevant information that develop a topic. • Group and organize related information together from different sources by beginning to use paragraphing and sections. • Write short summaries of texts read about a topic by including facts, details, and other relevant information. • Write short pieces of writing like flash drafts to try out introducing a topic clearly. • Create a writing plans by thinking about the best order to present information. • Write informative/explanatory texts about a topic using relevant information to convey ideas. • Include precise language and content-specific vocabulary when writing about topics. • Begin to use transitional words and phrases to connect ideas. • Try out different ways to write a closing statement or section that begin to relate to information or explanation presented. • Revise by adding facts, definitions, details, other relevant information and more precise language. 	<ul style="list-style-type: none"> • Explicitly teach students how to gather facts, definitions, details and other relevant information that develop topics from various texts; Provide students with tools like graphic organizers to use; Explicitly teach students how to use the tools; Try using this resource for digital concept maps. • Explicitly teach students how to group and organize related information using paragraphing and sections; Provide students with tools like graphic organizers to use; Explicitly teach students how to use the tools; Try using this resource for digital concept maps. • Explicitly teach students how to summarize texts through model; Have students practice this together and offer immediate feedback; Use a shared document or interactive tools like Jamboard. • Practice summarizing information utilizing a procedure such as Generating Interactions between Schemata and Texts (GIST) • Use a think aloud to share your thinking and decision-making process with students; Use a shared document or interactive tools like Jamboard. • Explicitly model using a think aloud how you might best order information; Have students practice this with a partner and offer immediate feedback; Use a shared document or interactive tools like Jamboard. • Provide students with graphic organizers and process charts to support planning; Explicitly teach students how to use of these tools and monitor student use; Try using this resource for digital concept maps. • Explicitly teach through modeling with a teacher demo text how to write an informative/explanatory piece; Use a think aloud to making thinking visible and explain choices for writing; Use a shared document or interactive tools like Jamboard. • Co-construct pieces of informative/explanatory writing with students; Coach and guide students in making decisions about what information to include Use a shared document or interactive tools like Jamboard. • Provide examples various text structures and features of informative pieces using mentor and demo texts; Choose one text structure and explicitly teach students how to try it out in a teacher crafted piece; Have students practice together and offer feedback; Use a shared document or interactive tools like Jamboard. • Explicitly teach student to incorporate visuals, chart, etc. Into their writing. • Explicitly teach students how to include precise language, content-specific vocabulary, and transitional words/phrases when writing about topics; Have students practice this together and offer feedback. • Model writing conclusions that relate to information or explanation made in writing; Use a think aloud to share your thought process about how to write a closing statement or section; Try using revisiting language from the introduction and teaching students how to make statements about why this information is relevant and important; Use a shared document or interactive tools like Jamboard. • Explicitly teach and model revising writing using a demo text by adding facts, definitions, details, other relevant information and precise language; Use a think aloud to share your thought process with students; Use a shared document or interactive tools like Jamboard.
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		<ul style="list-style-type: none"> Model revisiting notes and texts from the rehearsal phase to revise writing; Have students practice this together and provide feedback; Create a teacher’s digital writing notebook to use for student demonstrations.
<p>Argument</p> <p><i>The teaching and learning reflected here is connected to Priority Learning Standards 4W1 & 4W7/8</i></p> <p><i>These learning experiences are only expected if argument writing is taught during this timeframe.</i></p>	<p>Following the writing process, students are provided with opportunities to:</p> <ul style="list-style-type: none"> Read arguments and identify the features of argument writing like claims supported by clear reasons and relevant information. Begin to form precise claims about topics based on information gleaned from texts read. Gather information such as facts, definitions, details and other relevant information about selected topics for arguments. Organize information about topics gathered logically with reasons and evidence to support a claim. Create a writing plans by thinking about logically ordering reasons and evidence that support claims. Write short pieces of writing like flash drafts to introduce precise claims with logically organized reasons and evidence. Write arguments with clear reasons and relevant evidence. 	<p>Teachers may:</p> <ul style="list-style-type: none"> Immerse students in the genre by offering a variety of arguments to serve as mentors for this type of writing; Select texts in various forms that are interesting, engaging and meaningful to students. <ul style="list-style-type: none"> Utilize accessible digital collections such as Sora, Epic!, Lit2Go, MyOn. Stop to discuss features of argument writing through an instructional read aloud to introduce mentor texts; You might choose a text that students are already familiar with so time can be spent examining the writer’s craft rather than comprehension; Use interactive tools like Jamboard to enhance discussions. Use mentor texts to explicitly teach features of arguments; Give students the opportunity to practice determining features together; Chart features of arguments and add to this chart as you explore more texts; Follow these directions to use Flipgrid to make digital charts. Explicitly teach students how to form more precise claims about topics using information from texts read; Model exploring your writing notebook to gather information; Have students practice this together and provide feedback; Create a teacher’s digital writing notebook to use for student demonstrations. Offer students options like graphic organizers or concept maps, for organizing information; Explicitly teach students how to use these tools and monitor student use; Try using this resource for digital concept maps. Explicitly teach students through modeling how information gathered should be organized to support claims; Have students practice together and offer feedback; Provide options for students to represent their thinking using digital concept maps. Explicitly teach students through modeling how to logically order and present reasons and evidence that support claims; Have students practice together and offer feedback; Provide options for students to organize their thinking using digital tools like PowerPoint Charts or this resource for digital concept maps. Explicitly model how students might compose a flash draft; Use a think aloud to illustrate thinking to students; Use a shared document or interactive tools like Jamboard. Explicitly teach through modeling with a teacher demo text how to write arguments; Use a think aloud to making thinking visible and explain choices for writing; Use a shared document or interactive tools like Jamboard. Co-construct arguments with students; Coach and guide students in making decisions about which reasons and what evidence to include; Use a shared document or interactive tools like Jamboard. Provide examples various features in argument writing using mentor and demo texts; Choose one feature and explicitly teach students how to try it out in a teacher crafted piece; Have students practice together and offer feedback; Use a shared document or interactive tools like Jamboard.

	<ul style="list-style-type: none"> • Include precise language and content-specific vocabulary when writing about topics and arguments. • Begin to use transitional words and phrases to connect ideas. • Try out different ways to write a closing statement or section that begin to relate back to the argument presented. • Revise by adding clear reasons, more precise language and re-organizing evidence, facts and details. 	<ul style="list-style-type: none"> • Explicitly teach through modeling and the use of a think aloud to discuss word choice when writing; Have students practice including precise language, content-specific vocabulary or transitional words/phrases to connect ideas after teacher modeling; Use a shared document or interactive tools like Jamboard. • Model writing conclusions that relate back to the argument presented; Use a think aloud to share your thought process; Use a shared document or interactive tools like Jamboard. • Model revisiting notes and mentor texts from the rehearsal phase to revise writing; Have students practice this together and provide feedback; Create a teacher’s digital writing notebook to use for student demonstrations.
<p>Narrative</p> <p><i>The teaching and learning reflected here is connected to Priority Learning Standards 4W3</i></p> <p><i>These learning experiences are only expected if narrative writing is taught during this timeframe.</i></p>	<p>Following the writing process, students are provided with opportunities to:</p> <ul style="list-style-type: none"> • Engage with multiple narrative literary texts that reflect the diverse cultures and backgrounds of students to study effective narrative techniques. • Use literary texts as mentors to create narratives that are real or imagined. • Share closely held stories and ideas familiar experiences to gather ideas for writing narratives. • Plan for writing by brainstorming a situation and characters and/or narrator for narrative writing. • Plan for writing by mapping out a clear sequence of events in their story. • Plan for writing by brainstorming dialogue and descriptions that characters’ actions, thoughts, and feelings about a situation. • Write short pieces of writing like flash drafts introducing the narrator and/or characters and the situation. • Write short pieces of writing like flash drafts that show characters’ responses to situations by beginning to use 	<p>Following the writing process, teachers may:</p> <ul style="list-style-type: none"> • Immerse students in the genre by offering a variety of literary texts and eBooks to serve as mentors for this type of writing; Select texts in various forms that are interesting, engaging and reflect students’ rich cultures and backgrounds. <ul style="list-style-type: none"> ○ Utilize accessible digital collections such as Sora, Epic!, Lit2Go, MyOn. • Stop to discuss part of literary texts through an instructional read aloud to introduce mentor texts; You might choose a literary text that students are already familiar with so time can be spent examining the writer’s craft rather than comprehension; Use interactive tools like Jamboard to enhance discussions. • Use mentor texts to explicitly teach narrative technique; Give students opportunities to discuss different narrative techniques; Chart narrative techniques and add to this chart as you explore more mentor texts; Follow these directions to use Flipgrid to make digital charts. • Give students the opportunity to share through discussions; Use the “raise hand” and chat features during video conferencing; Have students record short videos where they share their stories. • Provide students with graphic organizers and process charts to support planning; Explicitly teach students how to use of these tools and monitor student use; Try using this resource for digital concept maps. • Explicitly teach students through modeling how to brainstorm situation and characters/narrators; Give students an opportunity to practice and provide feedback; Use a shared document or interactive tools like Jamboard. • Explicitly teach students how to map out a clear sequence of events in a story using a demo texts; Use a shared document or interactive tools like Jamboard. • Explicitly teach students through modeling how to brainstorm dialogue and descriptions of characters’ actions, thoughts and feelings in a situation; Give students an opportunity to practice and provide feedback; Use a shared document or interactive tools like Jamboard. • Explicitly teach students through modeling how to introduce a situation and characters/narrators; Use a think aloud to make your thought process visible to students; Give students an opportunity to practice and provide feedback; Use a shared document or interactive tools like Jamboard. • Explicitly teach students through modeling how to create quick drafts of parts of a story that shoe characters’ responses to situations through use of dialogue and description to reveal actions, thoughts and

	<p>dialogue and description about actions, thoughts, and feelings about a situation.</p> <ul style="list-style-type: none"> • Write narrative stories about real or imagined events. • Try out techniques from mentor texts in writing. <ul style="list-style-type: none"> • Begin to use transitional words and phrases to manage the sequence of events. <ul style="list-style-type: none"> • Begin to use words, phrases and sensory details to convey experiences and events. <ul style="list-style-type: none"> • Try out different conclusions for stories. <ul style="list-style-type: none"> • Revise by adding descriptive details about the thoughts, actions and feelings of characters. 	<p>feelings in a situation; Use a think aloud to make your thought process visible to students; Give students an opportunity to practice and provide feedback; Use a shared document or interactive tools like Jamboard.</p> <ul style="list-style-type: none"> • Explicitly teach through modeling with a teacher demo text how to write a narrative piece; Use a think aloud to making thinking visible and explain choices for writing; Use a shared document or interactive tools like Jamboard. • Co-construct pieces of narrative writing with students; Coach and guide students in making decisions about narrative techniques; Use a shared document or interactive tools like Jamboard. • Provide examples of various narrative techniques using mentor and demo texts; Choose one narrative technique and explicitly teach students how to try it out in a teacher crafted piece; Have students practice together and offer feedback; Use a shared document or interactive tools like Jamboard. • Explicitly teach and model how to use transitional words and phrases to manage the sequence of events in stories using mentor and demo texts; Have students practice together and provide them immediate feedback; Use a shared document or interactive tools like Jamboard. • Explicitly teach and model how to use words, phrases and sensory details to convey experiences and events using mentor and demo texts; Have students practice together and provide them immediate feedback; Use; Use a shared document or interactive tools like Jamboard. • Model writing conclusions; Use a think aloud to share your thought process; Use a shared document or interactive tools like Jamboard. • Explicitly teach and model revising writing using a demo text by adding descriptive details about characters' thoughts, actions and feelings about situations; Use a think aloud to share your thought process with students; Use a shared document or interactive tools like Jamboard. • Model revisiting notes and mentor texts from the rehearsal phase to revise writing; Have students practice this together and provide feedback; Create a teacher's digital writing notebook to use for student demonstrations.
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**Language/
 Vocabulary
 Development**

The Fourth Grade Experience

Students transitioning to fourth grade are now, more than before, engaging with a wide variety of complex text intended to build deeper knowledge on content. In addition, students continue to deepen their learning in how to delineate between conversational language and academic language within speaking and writing.

Language development and vocabulary are inextricably linked to reading, writing, listening, and speaking with others. Although this section delineates the experiences and practices of language development and vocabulary, it also highlights how a student will experience—and how teachers can practice—an interconnected classroom environment that utilizes all the modalities to develop content knowledge and meaning making. Thus, the statements (listed below) not only showcase the specific skills cultivated by teaching and learning, but they also exemplify how those skills can be used within a knowledge-building process -- a cornerstone for lifelong learning.

As you read about these experiences and practices, think about the reading and writing sections of this document and answer the following question:

- How can I link these practices to reading, writing, listening, and speaking activities within a unit of study or lesson?
- What routines and structures can I cultivate in an effort to leverage language and vocabulary development throughout cross-content instructional opportunities?

Special Note for Blended and Remote Instruction

Explicit, direct instruction utilizing a gradual release of responsibility model (**Modeling: I do; Guided Practice: We do; Independent Practice: You do**) is a highly validated research-based pedagogical approach that should be part of every teacher’s repertoire. Active engagement with students is particularly important during the **Modeling: I do** and **Guided Practice: You do** phases. Active engagement constitutes the interaction between the teacher and student and serves as a critical feature of high-quality instruction. One might argue without active engagement and the exchange between teacher and student, there is no teaching. For this reason, these components of a lesson are best suited for synchronous instruction so that the teacher can interact with students by asking questions, eliciting responses, discussing prior knowledge and offer students with affirmative and immediate feedback to correct any misconceptions before students go off to independently practice. Asynchronous learning activities, tasks and projects should reinforce instruction that occurs synchronously as students work independently to practice new skills and reinforce new learning. Throughout this document, you find ideas and resources that support blended and remote instruction both synchronously and asynchronously.

Using this Learning Map

Below you will find the teaching and learning experiences that most fourth-grade students should have from September to November. There is also a list of high-leverage and research-based instructional practices that can be implemented to support students as they engage in learning to develop these skills. This is not meant to provide an exhaustive list of pedagogical practices; instead, it is meant to capture a collection of well-rounded practices one might incorporate into the instructional design of daily lessons that fit within a given curriculum. You will notice that the pedagogical practices detailed below often correlate to the learning experiences in the left-hand column and intended to create access to the kinds of teaching and learning experiences students will have.

Since curriculum is typically carefully and intentionally designed, lessons should be followed in the order they appear and not be taken out of sequence, skipped or moved around unless there are considerations about how this might change the learning progression for students across the grade as well as the impact this has across grades vertically. You will notice learning experiences related to informational, narrative and opinion writing are outlined below. These learning experiences will be highly connected to when each is taught in your curriculum

	<p>What will the learning look like? <i>In the beginning of the year, fourth graders will have experiences that support the learning below.</i></p>	<p>What pedagogical practices can support this? <i>Practices that create access to rich, culturally responsive grade -level work include but are not limited to the examples below.</i></p>
<p>Make meaning from grammar, conventions, and vocabulary words through speaking, listening, and writing</p> <p><i>The teaching and learning reflected here is connected to Priority Learning Standards 4L1, 4L2, 4L4, 4L6</i></p>	<p>Students are provided with the opportunity to:</p> <p>Grammar and Conventions</p> <ul style="list-style-type: none"> Gain knowledge and cultivate skills on how punctuation aids the reader in making meaning of a sentence. (e.g. George Washington was a general during the American Revolution, <u>and</u> he was also America’s first president). Gain command of subject-verb agreement, within speaking and writing, using a text as model. Further knowledge and practice of sentence building through study of the differences between a complete sentence and a fragment. Gain command of using regular and irregular plural pronouns and gain further understanding of regular and irregular verbs. <p>Vocabulary</p> <ul style="list-style-type: none"> Students continue to learn the relevance of academic words by applying them when they communicate with others through speaking, listening, and writing about a topic or text. Understand how to find out the meaning of unknown words and see how the words fit into understanding a grade-level text. Have opportunities to learn Greek and Latin word roots and affixes (prefix and suffixes) and their meaning in relation to a text or topic. Break-down multisyllabic words into their roots 	<p>Teachers may:</p> <p>Grammar and Conventions</p> <ul style="list-style-type: none"> Provide explicit instruction, initially, on the use of a grammar function (e.g. comma) through the deconstruction, reconstruction, and co-construction of a sentence within a mentor text; Put sentences into sentence frames (digitally, you can use text boxes), within google docs; For a low-tech example, click here. Explicitly give and have students explore examples and non-examples of the task at-hand and have students discuss why they think the way they do. Create authentic opportunities that promote meaningful engagement in text discussions (via Flipgrid or Padlet), making sure students employ appropriate conventions and/or grammatical structures in writing or speaking. <p>Vocabulary</p> <ul style="list-style-type: none"> Utilize a small-set of high-utility vocabulary (Lesaux, 2016) words that will be investigated throughout a unit of study. Embed scaffolds, when and where appropriate, within text through the bolding and underlining of a few words central to understanding a text while also purposely asking guided questions pertaining to the words and their meaning in relation to a text, concept, or topic. Create authentic opportunities that promote meaningful engagement in text discussions, making sure students employ the targeted academic or domain-specific vocabulary in writing or speaking. Explicitly teach vocabulary words <ul style="list-style-type: none"> Introduce a word and the meaning of a word Illustrate with examples Check students’ understanding <ul style="list-style-type: none"> Examples and non-examples; or Ask questions that require understanding of the meaning of the word in context Have students create their own examples and then share them with a partner Utilize strategies, such as semantic gradients, to explore the nuances, tone, and meaning of related words.

		<ul style="list-style-type: none"> • If necessary, provide brief definitions of the targeted vocabulary words alongside the text (embedded vocabulary). • Use morphology (e.g. Greek and Latin Word Roots) and cognates, when and where possible, to unpack meaning of words in relation to the content by breaking up the words (p. 84 of Word Work and Word Play). • Engage students in activities that foster their word consciousness and pique their curiosity about the morphological parts of words.
<p>Express knowledge, language, and understanding of a text, topic, or big idea through reading, speaking, listening, and writing</p> <p><i>The teaching and learning reflected here is connected to Priority Learning Standards 4SL1, 4SL2/3</i></p>	<p>Students are provided with the opportunity to:</p> <ul style="list-style-type: none"> • Participate in collaborative routines that allow them to read, write, and talk about texts or a big topic using evidence to support their assertions. • Summarize or paraphrase, while speaking and/or writing, a text. • Engage in multimedia presentations and give presentations based upon a piece (or pieces) of writing (i.e. projects), topic, or a big idea. • Have conversations around a studied topic (or big idea) from diverse formats or multiple perspectives (text, digital print, media, etc.) and write about it. • Engage in conversations with their peers about their writing and seek advice from them about how they can improve. • Reflect upon their peers’ thoughts and/or opinion. 	<p>Teachers may:</p> <ul style="list-style-type: none"> • Partake in Collaborative Strategic Reading (register and access resources for free): <ul style="list-style-type: none"> ○ Before Reading Preview the text by identifying the topic (engage); brainstorming what they already know about the text of topic; and sets the purpose for reading. ○ During Reading Click and Clunk the text and then Get the Gist: As they read a text (or part of a text) students look for words or phrases they do not understand, and use fix up strategies to try and understand them. They, then, figure out the main idea of that part and come to an understanding of what it may mean (a “gist”). ○ After Reading Have students write questions about the text and ask them to their peers. The peers need to give an answer using evidence. ○ As a whole class or in groups, the students review the most important parts of the text. • Engage students in academic conversations around a text. Provide language stems (or sentence starters), if need be (e.g. I agree/disagree with _____ because _____). To see models, click here: Academic Conversations. • Listening stations in which students listen to digital recordings of their teacher reading a complex informational text aloud, then discuss the questions the teacher poses at the end of the recording; Create short videos of the teacher reading and post to your Google Classroom. • Utilize reciprocal teaching,* in which students read chunks of a given text and then take turns with various comprehension strategies such as predicting, questioning, clarifying, and summarizing. • Implement a Socratic Seminar* using FlipGrid: Post a text and students craft questions about a text that will open a dialogue and move the discussion to a deeper level. During this dialogue, the goal is to have thoughtful exchanges that grow their knowledge and understanding of the topic, world, and themselves. • Engage students in shared writing activities to model and provide practice to students with summarizing paraphrasing portions of a text. • Provide direct and explicit instruction on how to use apps and software to ensure students are able complete multimedia presentations. • Teach students protocols for discussions that foster growing new ideas through the exchange of knowledge. • Engage students, across content areas, in reflective conversations about their work and learning as a way to ensure they are provided ample opportunity to grow as learners and thinkers.

Math

The Fourth Grade Experience

According to the NYS Next Generation Learning Standards, instructional time in Grade 4 should focus on “developing an understanding and fluency with multi-digit multiplication and developing and understanding of dividing to find quotients involving multi-digit dividends.” Students develop this understanding and fluency by extending explorations with the place-value structure, the distributive property, and partial products/quotients strategies. The continued use of various visual representations and models will support the development of conceptual understanding of this operation, the distributive property, and the inverse relationship between multiplication and division.

Throughout the first three months of fourth grade, students will typically explore, develop, and apply strategies that will support the year-long goal of developing fluency with multi-digit multiplication and division. Students are expected to have frequent experiences with interpreting, estimating, and solving multi-step multiplication and division problems (Standards for Mathematical Practice 1). Teachers are encouraged to engage students in discourse that supports students in looking for and making use of structure (Standards for Mathematical Practice 7) while supporting students in reasoning abstractly and quantitatively (Standards for Mathematical Practice 2).

Pedagogical practices that reflect aspects of high-quality math instruction are highlighted throughout the learning map. The suggested pedagogical practices align to [Concrete, Representation, and Abstract \(CRA\) practices](#). In grade 4, the use of square tiles, rectangular arrays, bar diagrams, number lines, numerical notations are essential in supporting students develop conceptual understanding and procedural fluency.

Students with disabilities may struggle to access some mathematics concepts. Disabilities in the areas of cognitive development may impact attention, perception, visual motor, language processing, memory, reading and writing. Many of the practices outlined in this document can be used to support students’ development and retention of mathematics concepts. However, we understand that each student is unique and student needs are unique. You are encouraged to align our stated strategies with the documented needs on the student's IEP.

In addition, when considering planning instruction for MLL/ELLs, it is important to include the academic language they must acquire along with the necessary content knowledge and competencies mentioned above. Essential in this process is the provision of scaffolds and other supports MLL/ELLs need to ensure they can access the required mathematical texts, concepts and skills given their particular levels of English proficiency and prior school experiences.

Special Note for Blended and Remote Instruction

As we move into the fall, we know that there will be a need for digital resources that support blended and remote learning to support the schools shared and inclusive digital curriculum. Linked throughout this learning map are free, digital resources that support the learning that occurs in the beginning of fourth grade such as 3 Act Math Tasks, virtual square tiles, number lines, and games. These digital resources may be used by teachers to improve students' experience as they interact with the content and enhance existing resources in their shared, inclusive and digital curriculum. We ask that you continue to provide ongoing opportunities for students to interact with the digital resources and tools as they practice these skills, whether in-person or remote learning setting.

Using this Learning Map

To create this learning map, the design team considered the most used curricula across the NYC DOE, enVisionmath NYC 2.0 and Eureka alongside the [Priority Learning Standards in Mathematics](#). Although this document is completely aligned to the NYS Next Generation Learning Standards (NGLS), the language used is not an exact match, but rather a description of what the learning experience from September to November of fourth grade should look like.

In addition to expected learning experiences, this learning map identifies research-validated pedagogical practices that teachers may employ to create access to rich, culturally responsive grade level content. Unlike ELA, the pedagogical practices suggested in the last column are not meant to be a one-to-one correspondence to the descriptions of learning experiences of the left column. These pedagogical practices rather link to the learning experiences students will have related to each specific mathematical domain.

Regardless of the curricular resources that a school may use, by the end of fourth grade, all students are expected to reach the expectations outlined in the NGLS. While using this learning map, it is important to keep in mind that the instructional sequence of one’s school curriculum is carefully and intentionally designed to maintain program fidelity. Lesson omissions or modifications of the order of the curriculum sequence should be carefully considered as it may have unintended and adverse impact on students’ current and future acquisition of mathematical competencies.

Domains <i>(bolded domains are Priority for this grade)</i>	What will the learning look like? <i>In the beginning of the year, third graders have experiences that support the learning below.</i>	What pedagogical practices can support this? <i>Practices that create access to rich, culturally responsive grade -level work include but are not limited to the examples below.</i>
<p>*Operations and Algebraic Thinking NY-4.OA</p> <p>This learning is connected to Priority Learning Standards NY-4.OA.1 NY-4.OA.2 NY-4.OA.3</p>	<ul style="list-style-type: none"> • Add numbers to one million with and without regrouping using the standard algorithm. • Use place value and an algorithm to subtract whole numbers • Use place value, arrays, and distributive property: <ul style="list-style-type: none"> ○ Multiply 3- and 4-digit numbers by 1-digit numbers. ○ Multiply two 2-digit numbers ○ Divide 2- and 3-digit numbers by 1-digit numbers • Use multiplication and division to compare two quantities. • Solve multi-step problems by finding and solving hidden questions first • Interpret and contrast multiplicative and additive comparison situations. 	<ul style="list-style-type: none"> • Engage students in Number Talks, and/or Number Strings to explore strategies and models such as: <ul style="list-style-type: none"> ○ Partial products ○ Rectangular arrays ○ Bar Diagrams ○ Equations • Invite students to articulate connections between <ul style="list-style-type: none"> ○ Expressions/equations/visual models and representations ○ Various mental strategies ○ Additive and multiplicative comparison situations • Virtual Math Tool - Partial Product Finder
<p>*Number and Base Ten Operations NY-4.NBT</p> <p>This learning is connected to</p>	<ul style="list-style-type: none"> • Read, write and compare multi-digit whole numbers in expanded form, with numerals, and using numbers names. • Add and subtract whole numbers using a variety of methods: <ul style="list-style-type: none"> ○ Mentally using a variety of methods. ○ Round whole numbers to estimate sums and differences. ○ Use place value and an algorithm to add and subtraction with and without regrouping. 	<ul style="list-style-type: none"> • Students engage with “quick images” of place value representations (I.e. Base Ten Blocks, Place Value Disks) and visual models to activate prior knowledge of base ten system and compare quantities using $>$, $=$, $<$ symbols • Engage students in Number Talks, and/or Number Strings to explore addition and subtraction of multi-digit whole numbers through: <ul style="list-style-type: none"> ○ Constructing, adding, and subtracting numbers with Base Ten Blocks ○ Number Lines

Priority Learning
Standards

NY-4.NBT.1
NY-4.NBT.2
NY-4.NBT.3

- Multiply 2- and 3-digit numbers by 1-digit numbers using a variety of models and strategies such as:
 - Multiply multiples of 10, 100, and 1,000
 - Round whole numbers to estimate products
 - Use place value and properties of operations to multiply mentally.
- Multiply 3- and 4-digit numbers by 1-digit numbers using a variety of models and strategies such as:
 - Use place value and partial products
 - Use the Distributive Property
 - Use place value and properties of operations to multiply mentally.
- Use area models, place value, the distributive property, and mental math strategies to multiply 2-digit numbers by multiples of ten.
- Estimate products for 2-digit by 2-digit multiplication problems by using compatible numbers and rounding the factors to multiples of ten.
- Use mental-math, place-value patterns/strategies, partial quotients, and drawings to:
 - divide multiples of 10 and 100 by 1-digit divisors.
 - estimate quotients for 4-digit dividends
 - divide 2- and 3-digit numbers by 1-digit numbers
- Solve division problems and interpret remainders.
- Interpret and contrast multiplicative and additive comparison situations.
- Solve two-step and multi-step problems by finding and solving hidden questions first.

- Place Value Charts and/or Graphic Organizers
- Modeling mental strategies to estimate reasonableness of sums and differences.
- Look for patterns and structure in ratio tables of multiples of 10, 100, and 100 and have students communicate their noticing.
- Invite students to articulate connections and comparisons in multiplying multi-digit numbers by looking at properties of operations and place value structure.
- Engage students in Number Talks, and/or Number Strings to explore multiplication and division of multi-digit whole numbers through:
 - Doubling and Halving
 - Chunking
 - Over and Under (Strategy)
 - Multiplying Up
- Demonstrate the area model as a way of visually representing the distributive property and have students create area models of their own.
- Virtual Games
 - [Small Array/Big Array Game](#)
 - [Close to 1000 Game](#)
- Engage students in 3-Act Math Task that involving solving multi-step problems involving addition, subtraction, multiplication, and division of multi-digit whole numbers.
 - [Snack Packs](#)
 - [Array-bow of Colors](#)
- Virtual Math Tool- Base Ten Blocks:
 - <https://apps.mathlearningcenter.org/number-pieces/>
 - <http://www.didax.com/apps/base-ten-blocks/>
- Virtual Math Tool- [Number Line](#)

**Number and
Operations-
Fractions
NY-4.NF**

Priority Learning
for this grade

This domain is typically not addressed at this time of the year.

Geometry NY-4.G	This domain is typically not addressed at this time of the year.	
Measurement and Data NY-4.MD (This learning is applicable for schools using Engage only).	<ul style="list-style-type: none"> • Use place value knowledge to find equivalent conversions between metric units of measure. • Solve single and multi-step addition and subtraction problems with metric units. 	<ul style="list-style-type: none"> • Look for patterns and structure in conversion tables and articulate its connections to place value. • Virtual Math Tool- Number Line • Khan Academy Metric Conversion Word Problems

The Fourth Grade Experience

All students benefit from science education. Science serves as a key instructional component of a high-quality educational program and should be prioritized for instruction three to four times a week in grade 4 kindergarten. Science empowers students to be able to make sense of the world around them. It also helps students develop the critical thinking, problem solving, and data analysis and interpretation skills they can use in any career, and that will help them make decisions that affect themselves, their families, and their communities.

Science learning is not about the memorization of a set of science facts, but rather about figuring out how and why things happen. Core ideas in life science, Earth science, physical science, and engineering are intentionally arranged from kindergarten through twelfth grade so that students can build their understanding over time, and see the connections between different ideas and across disciplines. To figure out these core ideas, students engage in the same practices that real scientists and engineers do. For example, students develop and use models, analyze data, and make evidence-based arguments. They also learn to make sense of core ideas using crosscutting concepts, such as systems or cause and effect, which are useful ways of thinking about and making connections across different areas of science and engineering. These three dimensions—core ideas, practices, and crosscutting concepts—to work together in science classes.

In grade 4 students are expected to assume the role of scientist in a classroom setting. Students bring many rich and diverse life experiences that will define how they interact with phenomena they are exposed to throughout the year. They begin to use quantitative observations to assist them in making sense of their world. With this gathering and application of data, students develop their scientific vocabulary and begin to develop explanations that allow them to better understand themselves and the natural world.

A high-quality science education means that students will develop an in-depth understanding of content and develop key skills—communication, collaboration, inquiry, problem solving, and flexibility—that will serve them throughout their educational and professional lives. To support a high-quality education, the NYCDOE designed a PK-8 Science [Scope & Sequence](#) for based on the [New York State P-12 Science Learning Standards](#), which provides guidance on what students should be learning and the learning sequence. In the science scope and sequence, the grade 4 units are aligned thematically around the concept of energy and energy transfer. Units 1 and 5 build on the concepts of energy and information transfer by applying these ideas to physical science and mechanical systems. In Unit 2, students explore light energy and how structure and function are related to how organisms process information from their senses, particularly sight. In Unit 3, students investigate waves, weathering, and erosion and their impacts on Earth’s surface over long periods of time. Unit 4 has students further investigating the relationships between energy, natural resources, and Earth’s processes with the goal of designing solutions that minimize the negative effects of natural processes on humans.

Amplify Science

Many schools across the NYC DOE use our core curriculum option, Amplify Science. Use a shared curriculum, such as Amplify Science, to engage students in the development of science and engineering practices, which integrates with the continual development of literacy skills. In Amplify Science, students’ science learning incorporates reading and researching for evidence to support claims; gathering, analyzing and interpreting data during and after investigations, and constructing explanations and scientific arguments supported by their collected evidence. Amplify Science is also digitally accessible and lends itself to blended and remote instruction.

While using Amplify Science, grade 4 progressively build skills to meet all grade-level performance expectations through a three-dimensional instructional sequence. The following is an overview of the sequence of units, a description of the progression of student learning across the year, and a summary of how the sequence meets all performance expectations for grade 4.

The units in the grade 4 course for Amplify Science were designed and sequenced to build students’ expertise with the grade-level disciplinary core ideas (DCIs), science and engineering practices (SEPs) and crosscutting concepts (CCCs) while simultaneously considering the dimensions of grade 4 language, social-emotional, and physical development across the school year. Each unit has focal SEPs and CCCs, carefully selected to support students in figuring out the unit’s focal DCIs.

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Energy Conversions: students begin the year with a focus on concepts about energy sources, transfer, and conversion in the *Energy Conversions* unit. An emphasis on the CCC of Systems and System Models helps students make sense of how each part of an electrical system plays a role in the system's ability to function. Students apply what they learn as they engage in the focal SEP of Designing Solutions to design and evaluate solutions to strengthen an electrical system, and construct evidence-based arguments for the best solution. students' understanding of systems helps them as they move on to the next unit.

Vision and Light: students consider how an animal's internal and external structures must work together as part of system for the animal to sense its environment and meet its needs. In this unit, students ask questions and engage in the focal SEP of Planning and Conducting Investigations to make sense of how various structures in the eye function to help an organism see.

Earth's Features: students build on their experience with investigation as they use models to investigate how rock formation and erosion happen, and how these processes can change a landscape over time. The CCC of Stability and Change supports students as they engage in Arguing from Evidence, the unit's focal SEP, about the geological history of a canyon with different layers of exposed rock.

Waves, Energy, and Information: students dive more deeply into the practice of Developing and Using Models as they work to understand how sound travels as a wave and other patterns in communication. Students have a chance to apply ideas about energy transfer from the beginning of the year to make sense of the way that particle collisions transfer energy in a sound wave. This unit also provides another opportunity to design solutions, this time to complete a communication challenge to send a code across a distance.

The DCIs emphasized in each unit work together to support deep explanations of the unit's anchor phenomenon. For example, in the *Vision and Light* unit, investigating why the tokay gecko population is declining in one particular area of a Philippine rain forest leads students to construct ideas about Structure and Function (DCI LS1.A), Information Processing (DCI LS1.D), and Electromagnetic Radiation (DCI PS4.B).

Some possible digital resources are:

- **Amplify Science Grade 4 @Home Resources:** <https://science.amplify.com/programhub/introduction-teacher/amplify-science-at-home/grade-4/>
- Supports Unit 1: Energy Conversions in the [Scope & Sequence: Blackout!](https://learning.amplify.com/books/9781943228270/#page=1) <https://learning.amplify.com/books/9781943228270/#page=1>

Home Activities that can be completed without a computer

These NY DEC Resources connect to Unit 2: Vision & Light in the [Scope & Sequence](#):

- [Pebble Activity \(PDF\)](#)- This short game illustrates the necessity for close observation, using touch as well as sight, to become more aware of the things around us. It also introduces the idea of the endless variety or diversity in nature: the special differences among apparently identical objects.
- [Sharp Eyes \(PDF\)](#)- The students will become aware of the importance of their sense of sight, and they will heighten their ability to notice small details.
- [Stop and Listen \(PDF\)](#)- The students will become aware of the importance of their sense of hearing to learn about the world around them.

These NY DEC Resources connect to Unit 3: Earth's Features in the [Scope & Sequence](#):

Soils: These lesson plans focus on the composition, properties and conservation of this important resource.

- [How Soil is Made \(PDF\)](#) (96 KB)- The students will discover how some of the forces of nature break down rocks into soil material. Materials needed: 2 ice cube trays without racks, 1 dish pan half filled with sand, 1 sheet of white paper about 24 inches long.
- [Soil Studies: Soil Particle Sizes \(PDF\)](#)- Students will learn soil size classifications (clay, silt, sand) and their effects on soil composition. Materials needed: 1 jar and a card or a piece of heavy paper, 2 small tin cans (8-12 oz.) with one end open and the other end with many small holes in it, marbles and sand.
- [Erosion \(PDF\)](#)- 3 part, 3 day investigation into erosion using outdoor areas (such as a grassy area, a wooded area, and an area of bare, compacted soil). The students will be able to define the term "erosion" and compare the differences of soil erosion on various surfaces.
- [Icy Roads: Sanding vs. Salting \(PDF\)](#)- Students will conduct two observations (one short term and one long term) to observe the effects of salt and sand on ice and vegetation. They will consider advantages and disadvantages of applying salt and sand to icy roads. Materials Needed: 6 small containers, table salt, 6 ice cubes, teaspoon, sand, 3 planting boxes, grass seed or beans, pencils, paper.

Water - These lessons examine wildlife within aquatic ecosystems.

- [Plankton in the Air \(PDF\)](#)- A game illustrating filter-feeding animals and describing plankton. A game illustrating filter-feeding animals and describing plankton. Students will identify places that animals live. Students will identify that some animals can live in more than one habitat. Materials needed: Bubble liquid Bubble blower (suggested) Examples ([photos](#) or props) representing filter-feeding organisms

Virtual Field Trips Webcams:

- Connects to Unit 3: Earth's Features in the [Scope & Sequence](#): Yosemite National Park – Virtual Tour: https://www.virtuallyosemite.org/?te=1&nl=california-today&emc=edit_ca_20191017

Science in Minecraft:

- Connects to Unit 1: Energy Conversions (Physical Science) in the [Scope & Sequence](#): <https://education.minecraft.net/lessons/renewable-energy>
- Connects to Unit 2: Vision and Light (Life Science) in the [Scope & Sequence](#): <https://education.minecraft.net/lessons/extinction-biodiversity-lab>
- Connects to Unit 3: Earth's Features (Earth Science) in the [Scope & Sequence](#): <https://education.minecraft.net/lessons/what-is-the-world-made-of> | <https://education.minecraft.net/lessons/volcano-park>

ExploreLearning Gizmos Simulations

- [ExploreLearning Gizmo – Sound Beats & Sine Waves](#) – connects to Unit 4: Waves, Energy & Information in the [Scope & Sequence](#)
 - Listen to and see interference patterns produced by sound waves with similar frequencies. Test your ability to distinguish and match sounds as musicians do when they tune their instruments. Calculate the number of "sound beats" you will hear based on the frequency of each sound. [Note: Headphones are recommended for this Gizmo.]
- [ExploreLearning Gizmo – Summer & Weather](#) – connects to Unit 2: Vision & Light in the [Scope & Sequence](#): & Unit 3: The Earth System in the [Scope & Sequence](#)
- Observe the tilt of Earth's axis and the angle that sunlight strikes Earth on June 21 and December 21. Compare day lengths, temperatures, and the angle of the Sun's rays for any latitude. The tilt of the Earth's axis can be varied to see how this would affect seasons.

Challenges:

- Connects to Unit 4 in the [Scope & Sequence](#): [Make a Marine Ecosystem Diorama: https://www.amnh.org/explore/ology/challenge](https://www.amnh.org/explore/ology/challenge)

The Fourth Grade Experience

The purpose of social studies teaching and learning is to enable students to understand, participate in, and make informed decisions about their world. In social studies, students use rich content, unifying themes, big ideas, and multiple perspectives to learn history, geography, economics, civics, and government. This provides them with the skills needed to assess issues and make thoughtful value judgments while productively solving problems and making decisions. Above all, social studies teaching integrates skills and understandings into a framework for responsible civic participation locally, nationally, and globally. Fourth grade students should be participating in 3 to 4 days of in-person or remote social studies instruction each week as part of a blended learning plan.

The NYCDOE *Passport to Social Studies* curriculum is designed by NYCDOE educators to foster culturally responsive teaching and learning through the principles of quality social studies instruction, which include historical thinking, diverse representation, and multiple perspectives. Important companions to the curriculum include the *Hidden Voices* instructional resources and the *Civics for All* curriculum. *Hidden Voices* instructional resources support learning about and honoring the innumerable people, often excluded from traditional history courses, who have shaped and continue to shape our history and identity. *Hidden Voices* facilitates inclusive learning experiences that validate the diverse perspectives and contributions of underrepresented individuals and groups. *Civics for All* lessons teach civic practices including voting, advocacy, contributing to public processes, and engaging in the improvement of our communities. It is important for students to understand their role in how our country and government work.

Passport to Social Studies is the most widely used social studies curriculum in the NYCDOE. It exists in a digital format for teacher access on WeTeachNYC and is being converted for remote and blended learning through Google classroom and other learning management systems. For more information, click [here](#). Student materials in Grades K-8 are available in 11 languages.

The *Passport to Social Studies* Grade 4 curriculum, which is based on the New York State Social Studies Framework, is “New York State and Local History.” Students study the pivotal role New York City and New York State had in the history and development of the United States. Units examine the geography of New York State, NYS Native Americans, and pivotal historical movements in NYS history. Teachers are encouraged to make and teach local connections throughout the course. A wide variety of inquiry and process skills help students make meaning of the content.

What do fourth graders typically learn across the year?

Students learn how to:

- Develop questions to clarify topics or details
- Use note-taking strategies to organize information
- Interpret primary source documents
- Identify facts and details that support main ideas
- Use skim/scan to locate information
- Present ideas in writing so that main points are clear
- Distinguish between fact and opinion
- Identify and consider different points of view.
- Compare and contrast information from two different sources
- Work collaboratively to create group presentations
- Summarize current events issues
- Research using a variety of non-fiction sources
- Paraphrase and summarize information

History

- Examine the relationship between Native Americans and European settlers.
- Create a timeline that illustrates New York State's role in the American Revolution.
- Analyze the events leading up to the NYC Draft Riots.
- Interpret a political cartoon and summarize the main idea.

Geography

- Analyze New York State maps.
- Discuss how the location of New York was important during the American Revolution.
- Investigate the relationship between geography and the industrialization of New York.

Economics

- Create a catalog of products manufactured and sold in the New York colony.
- Discuss the economic factors that led to the American Revolution.
- Examine the economic issues related to the labor movement and child labor.

Civics

- Make a chart that compares the functions of local, state and federal government.
- Identify people in positions of power and how they can influence people's rights and freedom.
- Identify rights and responsibilities as a citizen within your community and state

The *NYCDOE Social Studies Scope & Sequence*, detailing the content of each unit, can be found [here](#) (Grade 4 begins on page 23).