



**PRIORITY STANDARDS, SKILLS OR TOPICS  
GRADE LEVEL: FOURTH**

<b>READING</b>					
<i>Priority Standard, Skill, or Topic #1</i>	<b>Duration (WEEKS)</b>	<i>Priority Standard, Skill, or Topic #2</i>	<b>Duration (WEEKS)</b>	<i>Priority Standard, Skill, or Topic #3</i>	<b>Duration (WEEKS)</b>
CCSS.ELA-LITERACY.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<i>Estimated:</i> 4 weeks	CCSS.ELA-LITERACY.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<i>Estimated:</i> 4 weeks	CCSS.ELA-LITERACY.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). <i>*To be taught concurrently with RL.4.2*</i>	<i>Estimated:</i> 10 weeks
<i>Priority Standard, Skill, or Topic #4</i>	<b>Duration (WEEKS)</b>	<i>Priority Standard, Skill, or Topic #5</i>	<b>Duration (WEEKS)</b>	<i>Priority Standard, Skill, or Topic #6</i>	<b>Duration (WEEKS)</b>
CCSS.ELA-LITERACY.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. <i>*To be taught concurrently with RL.4.3*</i>	<i>Estimated:</i> 10 weeks	CCSS.ELA-LITERACY.RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	<i>Estimated:</i> 9 weeks	CCSS.ELA-LITERACY.RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	<i>Estimated:</i> 9 weeks
<i>Priority Standard, Skill, or Topic #7</i>	<b>Duration (WEEKS)</b>	<i>Priority Standard, Skill, or Topic #8</i>	<b>Duration (WEEKS)</b>	<i>Priority Standard, Skill, or Topic #9</i>	<b>Duration (WEEKS)</b>
CCSS.ELA-LITERACY.RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	<i>Estimated:</i> 36 weeks	CCSS.ELA-LITERACY.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<i>Estimated:</i> 36 weeks		



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<b>LANGUAGE</b>					
<i>Priority Standard, Skill, or Topic #1</i>	<b>Duration (WEEKS)</b>	<i>Priority Standard, Skill, or Topic #2</i>	<b>Duration (WEEKS)</b>	<i>Priority Standard, Skill, or Topic #3</i>	<b>Duration (WEEKS)</b>
CCSS.ELA-LITERACY.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* g. Correctly use frequently confused words (e.g., to, too, two; there, their).*	36 Weeks <i>Sequence: approx. 4 weeks each f 1st sem b 1st sem d 1st sem a 1st sem g 2nd sem e 2nd sem c 2nd sem</i>	CCSS.ELA-LITERACY.L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.	36 Weeks	CCSS.ELA-LITERACY.L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	36 Weeks

<b>SPEAKING &amp; LISTENING</b>	
<i>Priority Standard, Skill, or Topic #1</i>	<b>Duration (WEEKS)</b>
CCSS.ELA-LITERACY.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	36 Weeks



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**SPEAKING & LISTENING**

d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**WRITING**

<i>Priority Standard, Skill, or Topic #1</i>	<b>Duration (WEEKS)</b>	<i>Priority Standard, Skill, or Topic #2</i>	<b>Duration (WEEKS)</b>	<i>Priority Standard, Skill, or Topic #3</i>	<b>Duration (WEEKS)</b>
CCSS.ELA-LITERACY.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	18 Weeks	CCSS.ELA-LITERACY.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented.	9 Weeks	CCSS.ELA-LITERACY.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.	9 Weeks
<i>Priority Standard, Skill, or Topic #4</i>	<b>Duration (WEEKS)</b>	<i>Priority Standard, Skill, or Topic #5</i>	<b>Duration (WEEKS)</b>	<i>Priority Standard, Skill, or Topic #6</i>	<b>Duration (WEEKS)</b>



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<b>WRITING</b>					
GDOE CSPI LANGUAGE ARTS/READING.4.5.6 Write smoothly and legibly in cursive, forming letters and words that can be read by others. <i>*Will not be graded.*</i>	36 Weeks	CCSS.ELA-LITERACY.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on page 29.)	36 Weeks		

<b>MATH</b>					
<i>Priority Standard, Skill, or Topic #1</i>	Duration (WEEKS)	<i>Priority Standard, Skill, or Topic #2</i>	Duration (WEEKS)	<i>Priority Standard, Skill, or Topic #3</i>	Duration (WEEKS)
NBT.4.2 Read and write multi-digit whole numbers using base- ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	4-5 Weeks	NBT.4.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.	4-5 Weeks	NBT.4.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.	4-5 Weeks
<i>Priority Standard, Skill, or Topic #4</i>	Duration (WEEKS)	<i>Priority Standard, Skill, or Topic #5</i>	Duration (WEEKS)	<i>Priority Standard, Skill, or Topic #6</i>	Duration (WEEKS)
NBT.4.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	4-5 Weeks	NBT.4.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	4-5 Weeks	OA.4.3 Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	18 Weeks <i>Recursive</i>
<i>Priority Standard, Skill, or Topic #7</i>	Duration (WEEKS)	<i>Priority Standard, Skill, or Topic #8</i>	Duration (WEEKS)	<i>Priority Standard, Skill, or Topic #9</i>	Duration (WEEKS)



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<b>MATH</b>					
NF3 (A-D) Understand a fraction $a/b$ with $a > 1$ as a sum of fractions $1/b$ . a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: $3/8 = 1/8 + 1/8 + 1/8$ ; $3/8 = 1/8 + 2/8$ ; $2 \frac{1}{8} = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$ . c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.	6-8 Weeks	G4.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.	2 Weeks	MD4.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement. a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $1/360$ of a circle is called a “one-degree angle,” and can be used to measure angles. b. An angle that turns through $n$ one-degree angles is said to have an angle measure of $n$ degrees.	4 Weeks
<b>Priority Standard, Skill, or Topic #10</b>	<b>Duration (WEEKS)</b>	<b>Priority Standard, Skill, or Topic #11</b>	<b>Duration (WEEKS)</b>	<b>Priority Standard, Skill, or Topic #12</b>	<b>Duration (WEEKS)</b>
MD.4.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table. For example, know that 1 ft is 12	6-8 Weeks	NF.4.6 Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $62/100$ ; describe a length as 0.62 meters; locate 0.62 on a number line diagram.			



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MATH					
times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...					

SOCIAL STUDIES (GUAM HISTORY)					
<i>Priority Standard, Skill, or Topic #1</i>	<b>Duration (WEEKS)</b>	<i>Priority Standard, Skill, or Topic #2</i>	<b>Duration (WEEKS)</b>	<i>Priority Standard, Skill, or Topic #3</i>	<b>Duration (WEEKS)</b>
4.2.4 Explain how ancient Chamorros lived and built their civilization. EXAMPLE(S): the importance of the caste system, latte stones, flying proa, fishing.		4.2.5 Discuss reasons for the Spanish settlement on Guam.		4.2.8 Describe the political, economic, and social impact of Spanish colonization on Guam.	
<i>Priority Standard, Skill, or Topic #4</i>	<b>Duration (WEEKS)</b>	<i>Priority Standard, Skill, or Topic #5</i>	<b>Duration (WEEKS)</b>	<i>Priority Standard, Skill, or Topic #6</i>	<b>Duration (WEEKS)</b>
4.2.10 Explain how the American occupation before WWII impacted life on Guam.		4.2.11 Discuss the impact of the Japanese occupation on Guam.		4.2.12 Describe the political, economic, and social impact of Americanization on Guam from post WWII to the present.	
<i>Priority Standard, Skill, or Topic #7</i>	<b>Duration (WEEKS)</b>	<i>Priority Standard, Skill, or Topic #8</i>	<b>Duration (WEEKS)</b>	<i>Priority Standard, Skill, or Topic #9</i>	<b>Duration (WEEKS)</b>
4.3.2 Identify and explain the uses and conservation of the environment and resources.		4.3.5 Describe the physical, economic, and cultural geography of Guam.			



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<b>SCIENCE</b>					
<i>Priority Standard, Skill, or Topic #1</i>	<b>Duration (WEEKS)</b>	<i>Priority Standard, Skill, or Topic #2</i>	<b>Duration (WEEKS)</b>	<i>Priority Standard, Skill, or Topic #3</i>	<b>Duration (WEEKS)</b>
UNIT 1: EFFECTS OF WEATHER AND EROSION		UNIT 8: NATURAL RESOURCES			

<b>HEALTH</b>					
<i>Priority Standard, Skill, or Topic #1</i>	<b>Duration (WEEKS)</b>	<i>Priority Standard, Skill, or Topic #2</i>	<b>Duration (WEEKS)</b>	<i>Priority Standard, Skill, or Topic #3</i>	<b>Duration (WEEKS)</b>
4.1.2 Compare and contrast the three dimensions of health. EXAMPLE: Explain ways that healthy relationships with family members and friends contribute to positive social health.		4.8.2 Promote positive health choices. EXAMPLE: Develop a campaign on a positive and respectful school environment that prevents or stops bullying.		4.7.2 Demonstrate a variety of behaviors to avoid or reduce health risks. EXAMPLE: Demonstrate how to follow playground rules and to use playground equipment safely.	
<i>Priority Standard, Skill, or Topic #4</i>	<b>Duration (WEEKS)</b>	<i>Priority Standard, Skill, or Topic #5</i>	<b>Duration (WEEKS)</b>	<i>Priority Standard, Skill, or Topic #6</i>	<b>Duration (WEEKS)</b>
4.2.5 Describe how media and technology can influence health behaviors. EXAMPLE: Discuss the positive and negative impact of how technology (computers, video games, television) influences health practices.					

<b>PHYSICAL EDUCATION</b>	
<i>Priority Standard, Skill, or Topic #1</i>	<b>Duration (WEEKS)</b>
4.3.1 Identify and demonstrate the physical, mental, social, and emotional benefits of participation in health-related physical fitness activities. EXAMPLE(S): List the benefits that result from participation in physical fitness activities (e.g., decreases heart disease, strengthens sports performance, increases mental alertness, improves attention and memory, improves self-esteem, decreases stress); and/or contrast excessive sedentary activities to a physically active lifestyle (e.g., television, video games, screen time versus ice skating, swimming, hiking).	

**MUSIC**



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<b>MUSIC</b>	
<i>Priority Standard, Skill, or Topic #1</i>	<b>Duration (WEEKS)</b>
4.4.1 Identify, integrate, and interpret expressive art disciplines into a well-organized presentation or performance.	

<b>ART</b>	
<i>Priority Standard, Skill, or Topic #1</i>	<b>Duration (WEEKS)</b>
4.4.3. Construct diagrams, maps, graphs, timelines, and illustrations to communicate ideas or tell a story about a historical event.	

<b>TECHNOLOGY</b>			
<b>ISTE Standard 1: Empowered Learner (EL)</b>	<b>Duration (WEEKS)</b>	<b>ISTE Standard 2: Digital Citizen (DC)</b>	<b>Duration (WEEKS)</b>
Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.		Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.	