

Back to School Notes

Back to School Notes

Week 1 (Aug 30-Sept 2)

Rules and Procedures

Unit 1	Monday (Day 1)	Tuesday (Day 2)	Wednesday (Day 3)	Thursday (Day 4)	Friday (Day 5) (8:20-11:00)
Reading	No School				Teacher Choice
Spelling					
Grammar					
Writing					
Math Unit 1		Practice Multiplication	Practice Multiplication	L1: Place Value to Thousands I can identify place value to the thousands place.	
Idaho History		The Idaho Adventure Book Preface: What is History? Student Book Pages 2-13			

Week 2 (Sept. 5-Sept 9)
Lesson 1: Because of Winn Dixie

Unit 1	Monday (Day 1)	Tuesday (Day 2)	Wednesday (Day 3)	Thursday (Day 4)	Friday (Day 5)
Reading	NO SCHOOL Labor Day	<ul style="list-style-type: none"> • Introduce Vocab (T14-15) • Oral Language Read aloud (T12-13) 	<ul style="list-style-type: none"> • Go Over Target Strategy: Summarize (T24) 	<ul style="list-style-type: none"> • Go over Target Skill: Story Structure (T16) 	Istation Reading Activities for 20 min Teacher Choice
Spelling (T 46-47)		<ul style="list-style-type: none"> • Day One: Teach the Principle & Practice and Apply Short A and Long A • Student PP #4 		<ul style="list-style-type: none"> • Day Two: Teach the Word Sort • Student PP #5 	
Grammar (T 48-49)			<ul style="list-style-type: none"> • Day One and Two: Teach Simple Subjects & Predicates Teach Complete Subjects & Predicates Student PP #7-8 	<ul style="list-style-type: none"> • Day Three: Compound Subjects and Predicates. • Student PP #9 	
Writing		2 Days this week, teach students how to write a good paragraph.			
Math Unit 1 (Place Value and Multidigit Addition & Subtraction)			L2: Place Value Patterns I can identify place value patterns.	L3: Rounding Numbers I can compare and round multidigit whole numbers.	
Idaho History	Standards: 4.SS. 2.1.1 4.SS.2.1.2	Chapter 1 Lesson: 1 Where in the World are We? Objective: How to maps help us understand Idaho's place in the world? Student Pages: 14-23			
Science	Support Partner Teacher				

Week 3 (Sept 12-16)
Lesson 1: Because of Winn Dixie

Unit 1	Monday (Day 6)	Tuesday (Day 7)	Wednesday (Day 8)	Thursday (Day 9)	Friday (Day 10)
Reading	<ul style="list-style-type: none"> • Apply Vocabulary Knowledge (T35) • Vocabulary Strategies (T40-41) • Student PP #3 	<ul style="list-style-type: none"> • Finish Second Read: Analyze the Text • Your Turn (T32) 	<ul style="list-style-type: none"> • Independent Reading (T34) • Student PP # 1-2 Optional: Connect to the Topic and Compare Text (T36-39) 	<ul style="list-style-type: none"> • Reading weekly test 	Istation Reading Activities for 20 min Teacher Choice
Spelling (T 46-47)		<ul style="list-style-type: none"> • Day Four: Proofread for Spelling Student PP #6 		<ul style="list-style-type: none"> • Review words • Spelling Test 	
Grammar Secondary Lesson My Brother Martin (T124-125)		<ul style="list-style-type: none"> • Day One and Two: Declarative and Interrogative Sentences Imperative and Exclamatory Sentences • Student PP #19-20 		<ul style="list-style-type: none"> • Day Three: Four Kinds of Sentences • Student PP #21 	
Writing	3 days this week, Practice writing good paragraphs.				
Math Unit 1 (Place Value and Multidigit Addition & Subtraction-)	L5: Compare and Round Greater Numbers I can compare and round multidigit whole numbers.	Quick Quiz 1 & Fluency Check	L6: Make New Groups for Addition I can add 4-digit numbers.	L7: Solve Two-Step Problems I can add multidigit numbers.	
Science	Support Partner Teacher				

Week 4 (Sept 19-23)

Lesson 3: My Librarian is a Camel

Unit 1	Monday (Day 1)	Tuesday (Day 2)	Wednesday (Day 3)	Thursday (Day 4)	Friday (Day 5)
Reading	<ul style="list-style-type: none"> • Introduce Vocab (T164-165) • Oral Language Read aloud (T162-163) 	<ul style="list-style-type: none"> • Go over Target Skill: Cause and Effect (T166) • Go over Target Strategy: Visualize (T166) • Start the Story ask questions on left side. (T168-181) 	<ul style="list-style-type: none"> • Finish the Story ask questions on left side. (T168-181) • Review Cause and Effect (T166) 	<ul style="list-style-type: none"> • Apply Vocabulary Knowledge (T187) • Vocabulary Strategies (T194-195) • Student PP #27 	Istation Reading Activities for 20 min Teacher Choice
Spelling (T 200)	<ul style="list-style-type: none"> • Introduce spelling words (T201) 	<ul style="list-style-type: none"> • Day One: Teach the Principle & Practice and Apply Short i and Long i • Student PP #28 		<ul style="list-style-type: none"> • Day Two: Teach the Word Sort • Student PP #29 	
Grammar (T 202-203)		<ul style="list-style-type: none"> • Day One and Two: Teach Quotation Marks with Direct Speech & Teach Split Quotations • Student PP #31-32 		<ul style="list-style-type: none"> • Day Three Teach Quotations from Text • Student PP #33 	
Writing	Write 3 days this week. Present a narrative topic and have students write.				
Math Unit 1 (Place Value and Multidigit Addition & Subtraction-)	L8: Solve Multistep Problems I can use estimation and mental math.	L9: Subtract from Thousands I can subtract multidigit whole numbers.	L10: Subtraction Undoes Addition I can learn understand inverse relationship between addition and subtraction.	L11: Subtract Greater Numbers I can use methods for ungrouping to subtract two whole numbers.	
Idaho History	Standards 2.1.4 and 2.3.3	Idaho's Geography: Lesson 3: Idaho's Human Features Objective: How do people in Idaho adapt to and change their environments? Student Pages: 37-45			
Science	Support Partner Teacher				

Week 5 (Sept 26-30)
Lesson 3: My Librarian is a Camel

Unit 1	Monday (Day 6)	Tuesday (Day 7)	Wednesday (Day 8)	Thursday (Day 9)	Friday (Day 10)
Reading	<ul style="list-style-type: none"> • Dig Deeper (T182-183) • Second Read: Analyze the Text questions on the right side (T175, 177, 181) 	<ul style="list-style-type: none"> • Finish Second Read: Analyze the Text Your Turn (184-185) 	<ul style="list-style-type: none"> • Independent Reading (T186) • Student PP # 25-26 • Optional: Connect to the Topic and Compare Text (T188-193) 	<ul style="list-style-type: none"> • Reading weekly test 	Istation Reading Activities for 20 min Teacher Choice
Spelling (T 201)		<ul style="list-style-type: none"> • Day Four: Proofread for Spelling • Student PP #30 		<ul style="list-style-type: none"> • Review words • Spelling Test 	
Grammar <i>Secondary Lesson</i> Storm Along (T354-355)		<ul style="list-style-type: none"> • Day One and Two: Capitalizing Historical Events and Documents & Capitalizing Titles • Student PP #55-56 		<ul style="list-style-type: none"> • Day Three: Capitalizing languages, people's names, and nationalities Student PP #57 	
Writing	Have students finish up their narrative writing				
Math Unit 1 (Multiplication with Whole Numbers)	L12: Practice Addition & Subtraction I can practice adding and subtracting multidigit numbers/solving two step word problems.	L13: Problem Solving with Greater Numbers I can use addition and subtraction to solve word problems.	L14: Focus on Mathematical Practices I can solve real word problems involving addition and subtraction.	Quick Quiz 3 & Fluency Check	
Idaho History	Idaho's Geography Review & Test				
Science	Support Partner Teacher				

Week 6 (Oct. 3-7)

Lesson 4: The Power of W.O.W.!

Unit 1	Monday (Day 1)	Tuesday (Day 2)	Wednesday (Day 3)	Thursday (Day 4)	Friday (Day 5)
Reading	<ul style="list-style-type: none"> • Introduce Vocab • Oral Language Read aloud (T240-241) 	<ul style="list-style-type: none"> • Go over Target Skill: Theme (T244) • Start the Story ask questions on left side. (T248-257) • Target Strategy Skill: Analyze /Evaluate (T250) 	<ul style="list-style-type: none"> • Review Theme (T244) • Finish the Story ask questions on left side. (T248-257) 	<ul style="list-style-type: none"> • Apply Vocabulary Knowledge (T263) • Vocabulary Strategies (T268-269) • Student PP #39 	<p>No School</p> <p>PD Day</p>
Spelling (T 274-275)	<ul style="list-style-type: none"> • Introduce spelling words 	<ul style="list-style-type: none"> • Day One: Teach the Principle & Short O and Long O • Student PP #40 		<ul style="list-style-type: none"> • Day Two: Teach the Word Sort • Student PP #41 	
Grammar (T 276-277)		<ul style="list-style-type: none"> • Day One and Two: Sentence Fragments & Run on Sentences • Student PP #43-44 		<ul style="list-style-type: none"> • Day Three: Writing Complete Sentences • Student PP #45 	
Writing	Edit, revise, and publish narrative story.				
Math Unit 2	Review/Reteach	Unit 1 Test or IAB Measurement or Geometry	L1: Arrays and Area Models I can use area models to multiply ones and tens.	L2: Connect Place Value & Multiplication I can use place value understanding to multiply by 10s.	
Idaho History	Standards: 3.11 and 5.1.1	<p>Chapter 2 Idaho's Native People: Lesson 1: The First People Objective: What was lifelike for the first peoples living in what we now know as Idaho? Student Pages: 46-55</p>			
Science	Support Partner Teacher				

Week 7 (Oct 10-14)
Lesson 4: The Power of W.O.W.!

Unit 1	Monday (Day 6)	Tuesday (Day 7)	Wednesday (Day 8)	Thursday (Day 9)	Friday (Day 10)
Reading	<ul style="list-style-type: none"> • Dig Deeper (T258-259) • Second Read: Analyze the Text questions on the right side (T249, 253, 257) 	<ul style="list-style-type: none"> • Finish Second Read: Analyze the Text • Your Turn (T260) 	<ul style="list-style-type: none"> • Independent Reading (T262) • Student PP # 37-38 • Optional: Connect to the Topic and Compare Text (T264-267) 	<ul style="list-style-type: none"> • Reading weekly test • Benchmark Test 	No School PTC Comp day
Spelling (T 274)		<ul style="list-style-type: none"> • Day Four: Proofread for Spelling Student PP #42 		<ul style="list-style-type: none"> • Review words Spelling Test 	
Grammar <i>No Secondary Grammar</i>		<ul style="list-style-type: none"> • Make up Day for grammar 			
Writing	Use a smarter balanced resource to teach "Introduction It's the Hook!" (Look in your ISAT Binder)				
Math Unit 2	L3: Mental Math & Multiplication I can multiply with multiples of 10 by using patterns, place value reasoning and factoring.	Quick Quiz1 & Fluency Check	L4: Model One-Digit by Two-Digit Multiplication I can represent 2 digits by 1 digit multiplication using and area model.	L5: Estimate Products I can use rounding to estimate products and solve real world problems.	
Idaho History	Standards 1.2.1, 1.1.1, 1.1.2	Idaho's Native People: Lesson 2: Native People of Idaho Objective: How are the 5 Native American tribes of Idaho similar and different? Student Pages: 56-59			
Science	Support Partner Teacher				

Week 8 (Oct 17-21)
Lesson 6: Invasion From Mars

Unit 2	Monday (Day 1)	Tuesday (Day 2)	Wednesday (Day 3)	Thursday (Day 4) Early Release	Friday (Day 5)
Reading	<ul style="list-style-type: none"> • Introduce Vocab • Oral Language Read aloud (T12-13) 	<ul style="list-style-type: none"> • Go over Target Skill: Read and Comprehend (T16) • Start the Story ask questions on left side. (T16-29) • Go over Target Strategy: Infer/Predict (T20) 	<ul style="list-style-type: none"> • Review Read and Comprehend (T16) • Finish the Story ask questions on left side. (T16-29) 	<ul style="list-style-type: none"> • Vocabulary Strategies (T40) • Student PP 63 	Istation Reading Activities for 20 min Teacher Choice
Spelling (T46-47)	<ul style="list-style-type: none"> • Introduce spelling words 	<ul style="list-style-type: none"> • Day One: Teach the Principle & Practice and Apply Vowel Sounds U • Student PP # 64 	<ul style="list-style-type: none"> • Day Two: Teach the Word Sort • Student PP #65 		
Grammar (T48-49)		<ul style="list-style-type: none"> • Day One and Two: Teach Action Verbs & Teach Main Verbs • Student PP # 67-68 		<ul style="list-style-type: none"> • Day Three: Teach Linking Verbs • Student PP #69 	
Writing	Teach students about an Informational writing. What it is, how it looks, why would we write one? Use the Smarter Balanced Resource Titled: Writing "Introduction Step By Step Approach" Do all 3 activities.				
Math Unit 2	L6: Using Place Value to Multiply I can learn strategies for multiplying 1 digit and 2-digit numbers.	L7: Algebraic Notation I can use the distributive property to multiply 2-digit by 1-digit numbers.	L8: Compare Methods of One-Digit by Two-Digit Multiplication I can use different methods of multiplication to multiply 2-digit by 1-digit number.	L9: Discuss Different Methods I can compare and analyze methods of multiplication.	
Idaho History	Standards 1.3.5, 4.2.5, 4.1.1, 4.2.2, 4.2.3	Idaho's Native People: Lesson 3: A Way of Life that Lasts Objective: What is life, like today for Natives living in Idaho? Student Pages: 70-81			
Science	Support Partner Teacher				

Week 9 (October 24-28)
Lesson 6: Invasion From Mars

Unit 2	Monday (Day 6)	Tuesday (Day 7)	Wednesday (Day 8)	Thursday (Day 9)	Friday (Day 10)
Reading	<ul style="list-style-type: none"> • Dig Deeper (T30-31) 	<ul style="list-style-type: none"> • Second Read: Analyze the Text questions on the right side • (T23, 25, 27) 	<ul style="list-style-type: none"> • Independent Reading (T34) • Student PP # 61-62 • Optional: Connect to the Topic and Compare Text (T36-39) 	Reading weekly test	Istation Reading Activities for 20 min Teacher Choice Possible Halloween Party
Spelling (T46-47)		<ul style="list-style-type: none"> • Day Four: Connect to Writing Student PP #66 		<ul style="list-style-type: none"> • Review words • Spelling Test 	
Grammar <i>Secondary Lesson Coming</i> <i>Distractions</i> (T122-123)		<ul style="list-style-type: none"> • Day One and Two: Teach Past, Present, Future & Helping Verbs • Student PP #79-80 		<ul style="list-style-type: none"> • Day Three: Teach Consistent Use of Tenses • Student PP #81 	
Writing	Use the Smarter Balanced Resource Titled "Revising Like a Champ." Do all the activities.				
Math Unit 2	L10: One-Digit by Three-Digit Multiplication I can multiply a 3-digit by 1-digit number.	L11: Multistep Word Problems I can solve real world problems.	Quick Quiz 2 & Fluency Check	L12: Two-Digit by Two-Digit Multiplication I can represent 2-digit by 2-digit multiplication with an area model.	
Idaho History	Chapter 2 Idaho's Native People: Test & Review				
Science	Support Partner Teacher				

Week 10 (Oct. 31-Nov. 4)
Lesson 9: Dear Mr. Winston

Unit 2	Monday (Day 1)	Tuesday (Day 2)	Wednesday (Day 3)	Thursday (Day 4)	Friday (Day 5)
Reading	<ul style="list-style-type: none"> • Introduce Vocab (T238-239) • Oral Language Read aloud (T236-237) 	<ul style="list-style-type: none"> • Go over Target Skill: Conclusions and Generalizations (T240-241) • Go over Target Strategy: Question (T241) • Start the Story ask questions on left side. (T242-253) 	<ul style="list-style-type: none"> • Review Conclusions and Generalizations (T240-241) • Finish the Story ask questions on left side. (T242-253) 	<ul style="list-style-type: none"> • Apply Vocabulary Knowledge (T259) • Vocabulary Strategies (T264-265) • Student PP #99 	Istation Reading Activities for 20 min Teacher Choice
Spelling (T270-271)	<ul style="list-style-type: none"> • Introduce spelling words 	<ul style="list-style-type: none"> • Day One: Teach the Principle & Practice and Apply Vowel + /r/ sounds • Student PP # 100 		<ul style="list-style-type: none"> • Day Two Teach the Word Sort • Student PP # 101 	
Grammar (T272-273)		<ul style="list-style-type: none"> • Day One and Two: Compound Sentences & Complex Sentences • Student PP # 103-104 		<ul style="list-style-type: none"> • Day Three Commas in Compound Sentences • Student PP # 105 	
Writing	Using the Smarter Balanced Resources, teach the “Elaborate More” Instructional Resource. Do all the activities.				
Math Unit 2	L13: Different Methods for Two-Digit Multiplication I can use different methods for 2-digit multiplication.	L14: Check Products of Two Digit Numbers I can use estimation to check their products of 2-digit numbers.	L15: Practice Multiplication I can multiply 2-digit numbers with fewer steps to solve real world problems.	Quick Quiz 3 & Fluency Practice	
Idaho History	Standards 1.3.2 and 5.1.1	Chapter 3: Explorers and Fur Traders: Lesson 1: Exploring the West Objective: What was the purpose of early exploration in Idaho? SP: 82-97			
Science	Support Partner Teacher				

Week 11 (Nov. 7-11)
Lesson 9: Dear Mr. Winston

Unit 2	Monday (Day 6)	Tuesday (Day 7)	Wednesday (Day 8)	Thursday (Day 9)	Friday (Day 10)
Reading	<ul style="list-style-type: none"> • Dig Deeper (T254) • Second Read: Analyze the Text questions on the right side (T247, 249, 251) 		<ul style="list-style-type: none"> • Independent Reading (T258) • Student PP # 97-98 Optional: Connect to the Topic and Compare Text (T260-263) 	Reading weekly test	Istation Reading Activities for 20 min Teacher Choice
Spelling (T270-271)		<ul style="list-style-type: none"> • Day Four: Proofread for Spelling Student PP # 102 		<ul style="list-style-type: none"> • Review words • Spelling Test 	
Grammar <i>Secondary Lesson</i> <i>Me and Uncle Romie</i> (T198-199)		<ul style="list-style-type: none"> • Day One and Two: Present & Past Progressive Tense • Student PP # 91-92 		<ul style="list-style-type: none"> • Day Three: Present, Past, Future Progressive • Student PP #93 	
Writing	Assign students an informative topic to write about. Write at least 3 times this week. Example informational essay: Write about different types of snakes in the Southwest.				
Math Unit 2	L16: Multiply Using One-Digit and Four Digit Numbers I can multiply 4-digit by 1-digit numbers.	L17: Use the Shortcut Method I can multiply 4-digit by 1-digit and use estimation to check answers.	L18: Practice Multiplication I can use multi-digit multiplication to solve real world problems.	L19: Focus on Mathematical Practice I can solve real world problems using multiplication.	
Idaho History	Standards: 1.1.3, 1.1.2, 1.2.1, 3.1.1, 5.1.1	Explorers and Fur Traders: Lesson 2: Fur Trading Days Objective: How did the fur trade impact the area we now know as Idaho? Student Pages: 98-108			
Science	Support Partner Teacher				

Week 12 (Nov. 14-18)

Lesson 10: Jose! Born to Dance (only have four days for this Lesson, No Test)

Unit 2	Monday (Day 1)	Tuesday (Day 2)	Wednesday (Day 3)	Thursday (Day 4)	Friday (Day 5)
Reading	<ul style="list-style-type: none"> • Introduce Vocab (T312-313) • Target Skill: Authors Purpose (T314) 	<ul style="list-style-type: none"> • Target Strategy: Analyze/Evaluate (T315) • Start the Story ask questions on left side. (T318-327) 	<ul style="list-style-type: none"> • Review Author's Purpose (T314) • Finish the Story ask questions on left side. (T318-327) 	<ul style="list-style-type: none"> • Vocabulary Strategies (T 338-339) • Student PP #111 	<p>No School Teacher Work Day</p>
Spelling (T344-345)	<ul style="list-style-type: none"> • Day One: Teach the Principle & Practice and Apply • Student PP #112 			<ul style="list-style-type: none"> • Day Four Proofreading for Spelling • Student PP #114 	
Grammar (T 346-347)		<ul style="list-style-type: none"> • Day One and Two: Subject and Object Pronouns • Student PP #115 & 116 		<ul style="list-style-type: none"> • Day Three: Pronouns • Student PP #117 	
Writing	Write at least 3 times this week. Work on Informational Essay				
Math Unit 2	Review/Practice	Unit 2 Test	IAB Measurement or Geometry	Reteach if Necessary	
Idaho History	Chapter 3 Explorer's and Fur Traders: Review & Test				
Science	Support Partner Teacher				

(Nov. 21-25) Thanksgiving break

Notes

Week 13 (Nov. 28-Dec. 2)

Lesson 11: Hurricanes

Unit 3	Monday (Day 1)	Tuesday (Day 2)	Wednesday (Day 3)	Thursday (Day 4)	Friday (Day 5)
Reading	<ul style="list-style-type: none"> • Introduce Vocab (T14-15) • Oral Language Read aloud (T12-13) 	<ul style="list-style-type: none"> • Go over Target Skill: Text and Graphic Features (T16-17) • Go over Target Strategy: Infer/Predict (T16-17) • Start the Story ask questions on left side. (T18-27) 	<ul style="list-style-type: none"> • Review Text and Graphic Features (T16-17) • Finish the Story ask questions on left side. (T18-27) 	<ul style="list-style-type: none"> • Apply Vocabulary Knowledge (T33) • Vocabulary Strategies (T40-41) • Student PP 135 	Istation Reading Activities for 20 min Teacher Choice
Spelling (T 46-47)	<ul style="list-style-type: none"> • Introduce spelling words 	<ul style="list-style-type: none"> • Day One: Teach the Principle & Practice and Apply Compound Words • Student PP #136 		<ul style="list-style-type: none"> • Day Two: Teach the Word Sort • Student PP #137 	
Grammar (T 48-49)		<ul style="list-style-type: none"> • Day One and Two: Teach To, Too, and Two & There, They're, and Their • Student PP #139-140 		<ul style="list-style-type: none"> • Day Three: Teach Its and It's • Student PP #141 	
Writing	Explain what an opinion essay is. Give examples, using the OREO or Hamburger method.				
Math Unit 3	Unit 3 L1: Dividing with Remainders I can divide with remainders.	L2: Relate Three Digit Multiplication to Division I can use multiplication methods to divide.	L3: Discuss Two-Digit & Four Digit Quotients I can divide with 2-digit and 4-digit quotients.	L4: Digit by Digit Method can use the digit-by-digit method to divide.	
Idaho History	Standards: 1.1.3, 1.2.1, 1.2.3, 2.3.1	Coming to the West: Lesson 2: More Settlers Move West Objective: What hardships and challenges did pioneers face in moving to the area we now know as Idaho? Student Pages: 122-133			
Science	Support Partner Teacher				

Week 14 (Dec. 5-9)
Lesson 11: Hurricanes

Unit 3	Monday (Day 6)	Tuesday (Day 7)	Wednesday (Day 8)	Thursday (Day 9)	Friday (Day 10)
Reading	<ul style="list-style-type: none"> • Dig Deeper (T28-29) • Second Read: Analyze the Text questions on the right side (T21, 23, 27) 	<ul style="list-style-type: none"> • Finish Second Read 	<ul style="list-style-type: none"> • Independent Reading (T32) • Student PP # 133-134 • Optional: Connect to the Topic and Compare Text (T34-39) 	<ul style="list-style-type: none"> • Reading weekly test 	Istation Reading Activities for 20 min Teacher Choice
Spelling (T 46-47)		<ul style="list-style-type: none"> • Day Four: Proofread for Spelling Student PP #138 		<ul style="list-style-type: none"> • Review words • Spelling Test 	
Grammar <i>Secondary Lesson</i> <i>The Earth Dragon Awakes</i> (T122-123)		<ul style="list-style-type: none"> • Day One and Two: Singular Possessive Nouns & Plural Possessive Nouns • Student PP #151-152 		<ul style="list-style-type: none"> • Day Three: Apostrophe Use in Possessive Nouns • Student PP #153 	
Writing	Using the Smarter Balanced Resources teach the “Bridging Ideas with Transitions” Instructional Resources. Do all the activities.				
Math Unit 3	L5: Relate Methods I can divide with 4-digit dividends.	L6: Divide by any Method I can solve division problems by using any method.	L7: Just Under Quotient Digits I can use determine the correct size multiplier for division.	L8: Estimate to Check Quotients I can use rounding to check.	
Idaho History	Standards: 1.1.1, 1.2.2, 3.2.1, 1.1.2, 1.1.3, 3.2.2	Coming to the West: Lesson 3: Settling in Idaho Objective: What events and factors led to the settlement of Idaho? Student Pages: 134-142			
Science	Support Partner Teacher				

Week 15 (Dec. 12-16)
Christmas Activities
Make up Time

	Monday (Day 1)	Tuesday (Day 2)	Wednesday (Day 3)	Thursday (Day 4)	Friday (Day 5)
Reading					Istation Reading Activities for 20 min Teacher Choice
Spelling					
Grammar					
Writing					
Math Unit 3	L9: Make Sense of Remainders I can learn different ways to interpret remainders in division.	L10: Mixed Problem Solving I can solve word problems with mixed operations.	Review/ Reteach	Unit 3 Test or IAB Numbers and Operations Base Ten	
Idaho History	Standards: 5.1.1, 5.1.2, 1.2.2, 1.2.3, 3.4.1, 2.3.1	Coming to the West: Lesson 4: Boom Towns and Ghost Towns Objective: What were the effects of the Gold Rush on Idaho? Student Pages: 143-151			
Science	Support Partner Teacher				

Winter Break (December 19-30)

Week 16 (Jan. 2-6)

Lesson 13: Antarctic Journal

Unit 3	Monday (Day 1)	Tuesday (Day 2)	Wednesday (Day 3)	Thursday (Day 4)	Friday (Day 5)
Reading	<ul style="list-style-type: none"> • Introduce Vocab (T162-163) • Oral Language Read aloud (T160-161) 	<ul style="list-style-type: none"> • Target Skill: Sequence and Events (T164) • *Target Strategy: Summarize (T164) • Start the Story ask questions on left side. (T164-177) 	<ul style="list-style-type: none"> • Review Sequence and Events (T164) • Finish the Story ask questions on left side. (T164-177) 	<ul style="list-style-type: none"> • Apply Vocabulary Knowledge (T183) • Vocabulary Strategies (T194-195) • Student PP #159 	Istation Reading Activities for 20 min Teacher Choice
Spelling (T200-201)	<ul style="list-style-type: none"> • Introduce spelling words 	<ul style="list-style-type: none"> • Day One: Teach the Principle & Practice and Apply • Student PP #160 		<ul style="list-style-type: none"> • Day Two: Teach the Word Sort • Student PP #161 	
Grammar (T202-203)		<ul style="list-style-type: none"> • Day One and Two: May, Might, Can, and Could & Would, Should, Must • Student PP #163-164 		<ul style="list-style-type: none"> • Day Three: Using Modal Auxiliaries • Student PP #165 	
Writing	Using the Smarter Balanced Resources teach the “How Does it End?” Instructional Resources. Do all the activities.				
Math Unit 4	L1: Properties & Algebraic Notation I can use the order of operations to solve.	L2: Situation & Solution Equations for Addition & Subtraction I can write addition and subtraction equations to solve.	L3: Situation & Solution Equations for Multiplication & Division I can write multi/ division equations to solve problems.	Quick Quiz 1 & Fluency Check	
Idaho History	Coming to the West: Review & Test				
Science	Support Partner Teacher				

Week 17 (January 9-13)
Lesson 13: Antarctic Journal

Unit 3	Monday (Day 6)	Tuesday (Day 7)	Wednesday (Day 8)	Thursday (Day 9)	Friday (Day 10)	
Reading	<ul style="list-style-type: none"> • Dig Deeper (T178-179) • Second Read: Analyze the Text questions on the right side (T169,171,173) 	<ul style="list-style-type: none"> • Finish Second Read 	<ul style="list-style-type: none"> • Independent Reading (T182) • Student PP #157-158 • Optional: Connect to the Topic and Compare Text (T184-193) 	<ul style="list-style-type: none"> • Reading weekly test 	Istation Reading Activities for 20 min Teacher Choice	
Spelling (T200-201)		<ul style="list-style-type: none"> • Day Four: Proofread for Spelling Student PP #162 		<ul style="list-style-type: none"> • Review words • Spelling Test 		
Grammar <i>Secondary Lesson</i> <i>The Life and Times of the Ant</i> (T279-280)		<ul style="list-style-type: none"> • Day One and Two: Present Participles & past Participles • Student PP #175-176 		Day Three: Participle Phrases <ul style="list-style-type: none"> • Student PP #177 		
Writing	Assign Students an Opinion Essay. Possible Opinion Essay Topic: What is your favorite way to travel?					
Math Unit 4	L4: Multiplication Comparisons I can write multiplication / division equations to solve comparison problems.	L5: Discuss Comparison Problems I can compare and solve addition & multi comparison problems.	L6: Graphs & Comparison Problems I can answer comparison questions about a pictograph/barograph.	Quick Quiz 2 & Fluency Check		
Idaho History	Standards: 5.1.1, 3.1.3, 3.1.4	Chapter 5 Settling Idaho Territory: Lesson 1 Homesteading in Idaho Objective: What was life, like for homesteaders living in Idaho? Student Pages: 152-165				
Science	Support Partner Teacher					

Week 18 (January 16-20)
Lesson 15: Ecology for Kids

Unit 3	Monday (Day 1)	Tuesday (Day 2)	Wednesday (Day 3)	Thursday (Day 4)	Friday (Day 5)
Reading	No school PD Day	<ul style="list-style-type: none"> • Introduce Vocab (T318-319) • Target Skill: Main Idea and Details (T320) 	<ul style="list-style-type: none"> • Target Strategy: Monitor/Clarify (T320) • Start the Story ask questions on left side. (T322-333) 	<ul style="list-style-type: none"> • Apply Vocabulary Knowledge (T339) • Vocabulary Strategies (T344-345) • Student PP #183 	Istation Reading Activities for 20 min Teacher Choice
Spelling (T350-351)		<ul style="list-style-type: none"> • Day One: Teach the Principle & Practice and Apply • Student PP #184 		Day Two: Teach the Word Sort <ul style="list-style-type: none"> • Student PP #185 	
Grammar (T352-353)				<ul style="list-style-type: none"> • Day One and Two: Irregular Verbs & The Special Verb Be • Student PP #187-188 	
Writing		Continue working on the Opinion Essay.			
Math Unit 4		L7 Solve Two-Step Problems. I can discuss the steps of a two-step problem and write an equation to solve.	L8 Solve Multistep Problems. I can use equations to solve multistep word problems.	L9: Practice with Multi-step Problems I can use + - x divide to solve multistep problems.	
Idaho History	Standards: 2.3.3, 3.1.1, 3.1.4, 3.1.3, 2.1.4, 1.2.1	Settling Idaho Territories: Lesson 2: Early Agriculture Objective: What role did farming and agriculture play in the development of Idaho? Student Pages: 166-171			
Science	Support Partner Teacher				

Week 19 (January 23-27)
Lesson 15: Ecology for Kids

Unit 3	Monday (Day 6)	Tuesday (Day 7)	Wednesday (Day 8) Early Release	Thursday (Day 9) Early Release	Friday (Day 10)
Reading	<ul style="list-style-type: none"> • Dig Deeper (T334-335) • Second Read: Analyze the Text questions on the right side (T327,329,333) 	<ul style="list-style-type: none"> • Finish Second Read: Analyze the Text • Your Turn (T336-337) 	<ul style="list-style-type: none"> • Independent Reading (T338) • Student PP # 181-182 • Optional: Connect to the Topic and Compare Text (T340-343) 	<ul style="list-style-type: none"> • Reading weekly test 	No School PTC Comp Day
Spelling (T350-351)	<ul style="list-style-type: none"> • Day Four: Proofread for Spelling Student PP #186 			<ul style="list-style-type: none"> • Review words • Spelling Test 	
Grammar		<ul style="list-style-type: none"> • Day Three: Helping Verbs • Student PP #189 			
Writing	Edit, Revise, and Publish the Opinion Essay.				
Math Unit 4	L10: Factors & Prime Numbers I can identify factors, multiple, prime, composite numbers.	L11: Analyze Patterns I can analyze number or shape patterns.	L12: Focus on Mathematical Practices I can write equations and solve real world problems.	Quick Quiz 4 & Fluency Check	
Idaho History	Standards: 1.2.1, 2.3.3, 3.1.3, 3.1.4, 2.3.4	Settling Idaho Territory: Lesson 3 Idaho Territory Objective: When was Idaho Territory Created? Student Pages: 172-175			
Science	Support Partner Teacher				

Week 20 (Jan. 30- Feb. 3))

Lesson 16: Riding Freedom

Unit 4	Monday (Day 1)	Tuesday (Day 2)	Wednesday (Day 3)	Thursday (Day 4)	Friday (Day 5)
Reading	<ul style="list-style-type: none"> • Introduce Vocab (T14-15) • Oral Language Read aloud (T12-13) 	<ul style="list-style-type: none"> • Go over Target Skill: Compare/ Contrast (T16-17) • Target Strategy: Monitor/Clarify (T17) • Start the Story ask questions on left side. (T20-29) 	<ul style="list-style-type: none"> • Review Compare/Contrast (T16) • Finish the Story ask questions on left side. (T20-29) 	<ul style="list-style-type: none"> • Apply Vocabulary Knowledge (T35) • Vocabulary Strategies: Figurative Language (T40-41) • Student PP #195 	Istation Reading Activities for 20 min Teacher Choice
Spelling (T46-47)	<ul style="list-style-type: none"> • Introduce spelling words 	<ul style="list-style-type: none"> • Day One: Teach the Principle & Practice and Apply Words with k, ng, kw • Student PP #196 		<ul style="list-style-type: none"> • Day Two: Teach the Word Sort • Student PP # 197 	
Grammar (T48-49)		<ul style="list-style-type: none"> • Day One and Two: Teach Simple Subjects & Predicates Adjectives • Student PP #199-200 		<ul style="list-style-type: none"> • Day Three: Order of Adjectives • Student PP #201 	
Writing	Opinion ISAT Performance Task. Use the Rubric to grade, have students do a self-evaluation, then revise, and edit.				
Math Unit 6	Review/Reteach	Unit 4 Test or IAB Operations and Algebraic Thinking	L1: Understand Fractions I can express fractions as sums of unit fractions.	L2: Fractions that Add to 1 I can find pairs of fractions that add to 1.	
Idaho History	Standards: 1.2.1, 1.2.4, 1.3.2, 2.3.2, 3.1.1, 3.1.1	Settling Idaho Territory: Lesson 4: Conflicts & Change Objective: What was the result of conflicts between white settlers and Natives in Idaho? Student Pages: 176-187			
Science	Support Partner Teacher				

Week 21 (Feb. 6-10)

Lesson 16: Riding Freedom

Unit 4	Monday (Day 6)	Tuesday (Day 7)	Wednesday (Day 8)	Thursday (Day 9)	Friday (Day 10)
Reading	<ul style="list-style-type: none"> • Dig Deeper (T30-31) • Second Read: Analyze the Text questions on the right side (T21,25,27) 	<ul style="list-style-type: none"> • Finish Second Read 	<ul style="list-style-type: none"> • Independent Reading (T34) • Student PP # 193-194 • Optional: Connect to the Topic: Informational Text (T36) 	<ul style="list-style-type: none"> • Reading weekly test 	Istation Reading Activities for 20 min Teacher Choice
Spelling (T46-47)		<ul style="list-style-type: none"> • Day Four: Proofread for Spelling • Student PP #198 		<ul style="list-style-type: none"> • Review words • Spelling Test 	
Grammar <i>Secondary Lesson</i> <i>The Right Dog</i> (T122-123)		Day One and Two: Adverbs: Tell how, when, and where <ul style="list-style-type: none"> • Student PP #211-212 		<ul style="list-style-type: none"> • Day Three: Adverbs: Different Parts of Sentences • Student PP #213 	
Writing	Opinion ISAT Performance Task. Use the Rubric to grade, have students do a self-evaluation, then revise, and edit.				
Math Unit 6	L3: Add & Subtract Fractions with Like Denominators I can add and subtract fractions with like denominators.	Quick Quiz 1 and Fluency Check	L4: Mixed Numbers and Fractions Greater than 1 I can convert between mixed numbers and fractions greater than 1.	L5: Add and Subtract Mixed Numbers with Like Denominators I can add and subtract mixed numbers with like denominators.	
Idaho History	Chapter 5 Settling Idaho Territory: Review & Test				
Science	Support Partner Teacher				

Week 22 (Feb. 13-17)
Lesson 18: Hercules Quest

Unit 4	Monday (Day 1)	Tuesday (Day 2)	Wednesday (Day 3)	Thursday (Day 4)	Friday (Day 5)
Reading	<ul style="list-style-type: none"> • Introduce Vocab (T162-163) • Oral Language Read aloud (T160-161) 	<ul style="list-style-type: none"> • Go over Target Skill: Story Structure (T164) • Target Strategy: Question (T168) • Start the Story ask questions on left side. (T168-175) 	<ul style="list-style-type: none"> • Review: Question (T172) • Finish the Story ask questions on left side. (T168-175) 	<ul style="list-style-type: none"> • Apply Vocabulary Knowledge (T181) • Vocabulary Strategies: Adages/Proverbs (T192-193) • Student PP #219 Second Read: Analyze the Text questions on the right side (T171,173,175) 	Istation Reading Activities for 20 min Teacher Choice
Spelling (T198-199)	<ul style="list-style-type: none"> • Introduce Vocabulary Words 	<ul style="list-style-type: none"> • Day One: Teach the Principle & Practice and Apply Prefixes re-, un-, dis- • Student PP #220 		<ul style="list-style-type: none"> • Day Two: Teach the Word Sort • Student PP #221 	
Grammar (T200-201)		<ul style="list-style-type: none"> • Day One and Two: Teach Prepositions/ Prepositional Phrases • Student PP #223-224 		<ul style="list-style-type: none"> • Day Three: Prepositional Phrases • Student PP #225 	
Writing	Opinion ISAT Performance Task. Use the Rubric to grade, have students do a self-evaluation, then revise, and edit.				
Math Unit 6	L6: Practice with Fractions & Mixed Numbers I can solve addition and subtractions of fractions & mixed numbers.	Quick Quiz 2 & Fluency Check	L7: Multiply a Fraction by a Whole Number I can multiply a fraction by a whole number.	L8: Practice Multiplying a Fraction by a Whole Number I can solve problems with multiplying a fraction by a whole number.	
Idaho History	Standards 2.3.3, 3.2.1, 5.1.1, 1.2.1	Chapter 6: Changes Come to Idaho Territory: Lesson 1 The Railroad Comes to Idaho Objective: How did the arrival of railroads affect Idaho territory? Student Pages:188-197			
Science	Support Partner Teacher				

Week 23 (Feb. 20-24)
Lesson 18: Hercules Quest

Unit 4	Monday (Day 6)	Tuesday (Day 7)	Wednesday (Day 8)	Thursday (Day 9)	Friday (Day 10)
Reading	No School President's Day	Second Read: Analyze the Text • Your Turn (T178-179)	Independent Reading (T180) • Student PP # 217-218 • Optional: Connect to the Topic Folktale (T182-183)	• Reading weekly test	Istation Reading Activities for 20 min Teacher Choice
Spelling (T198-199)		Day Four: Proofread for Spelling • Student PP #222		• Review words • Spelling Test	
Grammar <i>Secondary Lesson Harvesting Hope</i> (T274-275)		• Day One and Two: Clauses Relative Pronouns to Join Clauses • Student PP #235-236		Day Three: Relative Adverbs in Clauses • Student PP #237	
Writing		Opinion ISAT Performance Task. Use the Rubric to grade, have students do a self-evaluation, then revise, and edit.			
Math Unit 6		L9: Mixed Practice I can practice operations with fraction and mixed numbers.	L10: Focus on Mathematical Practices I can solve real world problems with fractions.	Quick Quiz 3 & Fluency Check	
Idaho History		Standards: 4.1.1, 4.1.2, 2.3.4, 3.2.1, 5.1.2	Changes Come to Idaho Territory: Lesson 2: From Territory to State Objective: What changes did Idaho experience after becoming a state? Student pages: 198-207		
Science	Support Partner Teacher				

Week 24 (Feb. 27-March 3)

Lesson 20: Sacagawea

Unit 4	Monday (Day 1)	Tuesday (Day 2)	Wednesday (Day 3)	Thursday (Day 4)	Friday (Day 5)
Reading	<ul style="list-style-type: none"> • Introduce Vocab (T314-315) • Oral Language Read aloud (T312-313) 	<ul style="list-style-type: none"> • Go over Target Skill: Main Ideas & Details (T316) • Target Strategy: Visualize (T317) • Start the Story ask questions on left side. (T318-333) 	<ul style="list-style-type: none"> • Review Main Ideas & Details (T318) • Finish the Story ask questions on left side. (T318-333) 	<ul style="list-style-type: none"> • Apply Vocabulary Knowledge (T339) • Vocabulary Strategies (T334-335) • Student PP #243 	<p>No School Teacher Work Day</p>
Spelling (T350-351)	<ul style="list-style-type: none"> • Introduce spelling words 	<ul style="list-style-type: none"> • Day One: VCCV Pattern • Student PP #244 		<ul style="list-style-type: none"> • Day Two: Teach the Word Sort • Student PP #245 	
Grammar (T352-353)		<ul style="list-style-type: none"> • Day One and Two: Abbreviations • Student PP #247-248 		<ul style="list-style-type: none"> • Day Three: Abbreviations • Student PP #249 	
Writing	Opinion ISAT Performance Task. Use the Rubric to grade, have students do a self-evaluation, then revise, and edit.				
Math Unit 6/7	Review / Reteach	Unit 6 Test	L1: Compare Fractions I can compare non unit fractions.	L2: Fractions on a Number Line I can use the number line model to compare fractions.	
Idaho History	Standards: 1.2.1, 2.1.4, 3.2.2, 4.1.2, 5.1.1	<p>Chapter 7 The Rise of Industry: Lesson 1: Logging & Mining Objective: How did the mining and logging industries affect the development of Idaho's economy? Student pages:208-218</p>			
Science	Support Partner Teacher				

Week 25 (March 6-10)
Lesson 20: Sacagawea

Unit 4	Monday (Day 6)	Tuesday (Day 7)	Wednesday (Day 8)	Thursday (Day 9)	Friday (Day 10)
Reading	<ul style="list-style-type: none"> • Dig Deeper (T334-335) • Second Read: Analyze the Text questions on the right side (T325, 327, 333) 	<ul style="list-style-type: none"> • Finish Second Read 	<ul style="list-style-type: none"> • Independent Reading (T338) • Student PP #241-242 • Optional: Connect to the Topic Poetry (T340-341) 	<ul style="list-style-type: none"> • Reading weekly test or Benchmark test 	Istation Reading Activities for 20 min Teacher Choice
Spelling (T350-351)		Day Four: Proofread for Spelling <ul style="list-style-type: none"> • Student PP #246 		<ul style="list-style-type: none"> • Review words • Spelling Test 	
Grammar No Secondary Lesson		Make-up grammar		Make-up grammar	
Writing	Informational ISAT Performance Task. Use the Rubric to grade, have students do a self-evaluation, then revise, and edit.				
Math Unit 7	L3: Fractions of Different Size Wholes I can learn that the size of fractions depends of the whole.	Quick Quiz 1 & Fluency Check	L4: Equivalent Fractions Using Multiplication I can find equivalent fractions using multiplication.	L5: Equivalent Fractions Using Division I can find equivalent fractions by using division.	
Idaho History	Standards: 2.3.3, 3.2.1, 2.2.4, 2.2.5, 2.5.2	The Rise of Industry: Lesson 2: Irrigation & Dams Objective: Why do people living in Idaho construct waterways and dams? Student Pages: 219-229			
Science	Support Partner Teacher				

Week 26 (March 13-17)

Lesson 21: The World According to Humphrey (SPRING BREAK March 20-24)

Unit 5	Monday (Day 1)	Tuesday (Day 2)	Wednesday (Day 3)	Thursday (Day 4)	Friday (Day 5)
Reading	<ul style="list-style-type: none"> • Introduce Vocab • Oral Read Aloud (T18-31) 	<ul style="list-style-type: none"> • Start the Story ask questions on left side. (T18-31) • Target Skill: Theme (T16) • Target Strategy: Summarize (T17) 	<ul style="list-style-type: none"> • Review Theme (T 16) • Finish the Story ask questions on left side. (T18-31) 	<ul style="list-style-type: none"> • Vocabulary Strategies (T 42-43) • Student PP # 279 	Istation Reading Activities for 20 min Teacher Choice
Spelling (T 48-49)	<ul style="list-style-type: none"> • Introduce Spelling 	<ul style="list-style-type: none"> • Day One: Teach the Principle & Practice and Apply VCV Student PP #280 		<ul style="list-style-type: none"> • Day Two: Spelling Word Sort • Student PP #281 	
Grammar (T 50-51)		<ul style="list-style-type: none"> • Day One and Two: Comparative and Superlative Adj • Student PP # 283-284 		<ul style="list-style-type: none"> • Day Three Comparative and Superlative forms of Adverbs • Student PP # 285 	
Writing	Informational ISAT Performance Task. Use the Rubric to grade, have students do a self-evaluation, then revise, and edit.				
Math Unit 7	L6: Compare Fractions with Unlike Denominators I can compare fractions with unlike denominators	L6: Compare Fractions with Unlike Denominators I can compare fractions with unlike denominators.	L7: Fractions & Line Plots I can make and use line plots to display data.	Quick Quiz 2 & Fluency Check	
Idaho History	The Rise of Industry: Review & Test				
Science	Support Partner Teacher				

Week 27 (March 27-31)

Unit 5	Monday (Day 6)	Tuesday (Day 7)	Wednesday (Day 8)	Thursday (Day 9)	Friday (Day 10)
Reading	Review for ISAT	Review for ISAT	Review for ISAT	Review for ISAT	Istation Reading Activities for 20 min Teacher Choice
Spelling (T 48-49)					
Grammar (T 50-51)					
Writing	Informational ISAT Performance Task. Use the Rubric to grade, have students do a self-evaluation, then revise, and edit.				
Math Unit 7	L8: Relate Fractions & Decimals I can use model fractions, decimals and mixed numbers	L9: Explore Decimal Numbers I can recognize equivalent tenths and hundredths.	L10: Compare Decimals to Hundredths I can write and compare decimals in tenths & hundredths.	L11: Decimals Greater Than 1 I can read, write, model decimals greater than 1	
Idaho History	The Rise of Industry: Review & Test				
Science	Support Partner Teacher				

Week 28 (April 3-7)

Lesson 22: I Could Do That! Ester Morris Gets Women the Vote

Unit 5	Monday (Day 1)	Tuesday (Day 2)	Wednesday (Day 3)	Thursday (Day 4)	Friday (Day 5)
Reading	<ul style="list-style-type: none"> • Introduce Vocab (T 90-91) • Oral Language Read aloud (T 88-89) 	<ul style="list-style-type: none"> • Go over Target Skill: Cause and Effect (T92) • Go over Target Strategy: Infer/Predict (T93) • Start the Story ask questions on left side. (T94-105) 	<ul style="list-style-type: none"> • Review Cause and Effect (T92) • Finish the Story ask questions on left side. (T94-105) 	<ul style="list-style-type: none"> • Apply Vocabulary Knowledge (T111) • Vocabulary Strategies: Adages and Proverbs (T118) • Student PP #291 	Station Reading Activities for 20 min Teacher Choice
Spelling (T 124-125)	<ul style="list-style-type: none"> • Introduce spelling words 	<ul style="list-style-type: none"> • Day One: Teach the Principle & Practice and Apply • Student PP #292 		<ul style="list-style-type: none"> • Day Two: Teach the Word Sort • Student PP #293 	
Grammar (T 126-127)		<ul style="list-style-type: none"> • Day One and Two: Contractions with Not & Using Negatives • Student PP #295-296 		<ul style="list-style-type: none"> • Day Three: Avoiding Double Negatives • Student PP #297 	
Writing	Informational ISAT Performance Task. Use the Rubric to grade, have students do a self-evaluation, then revise, and edit.				
Math Unit 7	L12: Compare Decimals Greater Than 1 I can compare decimal numbers.	L13: Focus on Mathematical Practices I can solve with fractions/decimals.	Review/Reteach	Unit 7 Test	
Idaho History	Standards: 5.1.2, 5.1.1	Chapter 8: The 20 th Century & Beyond: Lesson 1: The Century Begins Objective: How did Idaho change during the first three decades of the 20 th century? Student Pages:230-240			
Science	Support Partner Teacher				

Week 29 (April 10-14)

Lesson 22: I Could Do That! Ester Morris Gets Women the Vote

Unit 5	Monday (Day 6)	Tuesday (Day 7)	Wednesday (Day 8)	Thursday (Day 9)	Friday (Day 10)
Reading	<ul style="list-style-type: none"> • Dig Deeper (T 106) • Second Read: Analyze the Text questions on the right side (T 99, 101,103, 105) 	<ul style="list-style-type: none"> • Finish Second Read: Analyze the Text • Your Turn (T 108) 	<ul style="list-style-type: none"> • Independent Reading (T 110) • Student PP # 289-290 • Optional: Connect to the Topic and Compare Text (T112-117) 	<ul style="list-style-type: none"> • Reading weekly test 	Istation Reading Activities for 20 min Teacher Choice
Spelling (T124-125)		Day Four: Proofread for Spelling <ul style="list-style-type: none"> • Student PP #294 		<ul style="list-style-type: none"> • Review words • Spelling Test 	
Grammar <i>Secondary Lesson</i> <i>The Ever-Living Tree</i> (T 204-205)		<ul style="list-style-type: none"> • Day One and Two: Punctuation & Quotations • Student PP #307-308 		<ul style="list-style-type: none"> • Day Three: Punctuation for Effect • Student PP #309 	
Writing	Narrative ISAT Performance Task. Use the Rubric to grade, have students do a self-evaluation, then revise, and edit.				
Math Unit 7	L13: Focus on Mathematical Practices I can solve with fractions/decimals.	Quick Quiz 3 & Fluency Check	Review/Reteach	Unit 7 Test	
Idaho History	Standards 5.1.1, 5.1.2, 4.4.1, 5.1.3,	The 20 th Century & Beyond: Lesson 2: 20 th Century Battles Continue Objective: What were the major conflicts of the second half of the 20 th century, and how did they affect the people of Idaho? Student Pages: 241-248			
Science	Support Partner Teacher				

Week 30 (April 17-21)
Lesson 25: The Fun They Had

Unit 5	Monday (Day 1)	Tuesday (Day 2)	Wednesday (Day 3)	Thursday (Day 4)	Friday (Day 5)
Reading	<ul style="list-style-type: none"> • Introduce Vocab (T 318-319) • Oral Language Read aloud (T316-317) 	<ul style="list-style-type: none"> • Go over Target Skill: Author's Purpose (T 320-321) • Start the Story ask questions on left side. (T322-331) 	<ul style="list-style-type: none"> • Review Author's Purpose (T 320-321) • Finish the Story ask questions on left side. (T 322-331) 	<ul style="list-style-type: none"> • Apply Vocabulary Knowledge (T337) • Vocabulary Strategies (T344) • Student PP #327 	No school Professional Development
Spelling (T 350-351)	<ul style="list-style-type: none"> • Introduce spelling words 	<ul style="list-style-type: none"> • Day One: Teach the Principle & Practice and Apply VV Pattern • Student PP #328 		<ul style="list-style-type: none"> • Day Two: Teach the Word Sort • Student PP #329 	
Grammar (T 352-353)		<ul style="list-style-type: none"> • Day One and Two: Capitalization and Titles & End Punctuation • Student PP # 331-332 		<ul style="list-style-type: none"> • Day Three: Commas Before Coordinating Conjunctions • Student PP # 333 	
Writing	Narrative ISAT Performance Task. Use the Rubric to grade, have students do a self-evaluation, then revise, and edit.				
Math Unit 5	Unit 5 L1: Measure Length I can explore the system of metric units of length	L2: Metric Measures of Liquid Volume & Mass I can explore the system of metric units of length.	L3: Units of Time I can solve problems with different units of time.	L4: Customary Measures of Length I can convert units of length to measure.	
Idaho History	Standards: 5.1.1, 5.1.2, 1.2.1	The 20 th Century & Beyond: Lesson 3: The World Come to Idaho Review & Test Objective: How do different cultural groups contribute to Idaho today? Student Pages:249-261			
Science	Support Partner Teacher				

Week 31 (April 24-28)
Lesson 25: The Fun They Had

Unit 5	Monday (Day 6)	Tuesday (Day 7)	Wednesday (Day 8)	Thursday (Day 9)	Friday (Day 10)
Reading	<ul style="list-style-type: none"> • Dig Deeper (T 332) • Second Read: Analyze the Text questions on the right side (T 325, 327, 331) 	<ul style="list-style-type: none"> • Finish Second Read: Analyze the Text • Your Turn (T334) 	<ul style="list-style-type: none"> • Independent Reading (T336-337) • Student PP # 325-326 • Optional: Connect to the Topic and Compare Text (T338-343) 	<ul style="list-style-type: none"> • Reading weekly test 	Istation Reading Activities for 20 min Teacher Choice
Spelling (T 350-351)		Day Four: Proofread for Spelling <ul style="list-style-type: none"> • Student PP #330 	<ul style="list-style-type: none"> • Review words • Spelling Test 		
Grammar <i>No Secondary Grammar</i>		<ul style="list-style-type: none"> • Make up Grammar 	<ul style="list-style-type: none"> • Make up Grammar 		
Writing	Informational ISAT Performance Task. Use the Rubric to grade, have students do a self-evaluation, then revise, and edit.				
Math Unit 5	L5: Customary Measures Weight & Liquid Volume I can covert units of weight and liquid volume.	L6: Perimeter & Area of Rectangles I can find perimeter and area.	L7: Solve Measurement Problems I can solve world measurement problems with the four operations.	L8: Focus of Mathematical Practice I can solve real problems with measurement.	
Idaho History	Standards: 3.4.1, 5.1.1, 3.1.2, 3.1.3, 3.2.1	Chapter 9: Idaho's Economy: Lesson 1: What is Economics? Objective: What are the different parts of Idaho's economy and how do they work together? Student Pages:262-270			
Science	Support Partner Teacher				

Week 32 (May 1-May 5)

Lesson 26: The Girl who Loved Spiders (Adventure Magazine)

Unit 6	Monday (Day 1)	Tuesday (Day 2)	Wednesday (Day 3)	Thursday (Day 4)	Friday (Day 5)
Reading	<ul style="list-style-type: none"> Review Vocab (T12) Oral Language Read aloud (T10-11) 	<ul style="list-style-type: none"> Target Skill: Story Structure (T13) Target Strategy: Visualize (T13) Start the Story ask questions on left side. (T14-21) 	<ul style="list-style-type: none"> Review Story Structure (T13) Finish the Story ask questions on left side. (T14-21) 	<ul style="list-style-type: none"> Vocabulary Strategies (T32-33) 	Teacher Choice
Spelling (T 38-39)	<ul style="list-style-type: none"> Introduce spelling words 	<ul style="list-style-type: none"> Day One: Teach the Principle & Practice and Apply Student PP #339 		<ul style="list-style-type: none"> Day Two: Teach the Word Sort Student PP #340 	
Grammar (T 40-41)		<ul style="list-style-type: none"> Day One and Two: Making Comparisons & Making Comparisons with More and Most Student PP #342-343 		<ul style="list-style-type: none"> Day Three: Comparing with Good and Bad Student PP #344 	
Writing	Narrative ISAT Performance Task. Use the Rubric to grade, have students do a self-evaluation, then revise, and edit.				
Math Unit 5	Quick Quiz 2 & Fluency Check	Review/Practice	Unit 5 Test	Reteach if Necessary	
Idaho History	Standards: 5.1.1.1, 5.1.3, 3.2.1, 3.4.1	Idaho's Economy Lesson 2: Idaho's Industries Review & Test Objective: What roles do employers, industries, technology, and entrepreneurs play in Idaho's economy? Student Pages:271-278			
Science	Support Partner Teacher				

Week 33 (May 8-12)
Lesson 26: The Girl who Loved Spiders

Unit 6	Monday (Day 6)	Tuesday (Day 7)	Wednesday (Day 8)	Thursday (Day 9)	Friday (Day 10)
Reading	<ul style="list-style-type: none"> • Dig Deeper (T22-23) • Second Read: Analyze the Text questions on the right side (T17,21) 	<ul style="list-style-type: none"> • Finish Second Read: Analyze the Text • Your Turn: Cool or Creepy? (T30-31) 	<ul style="list-style-type: none"> • Activity Central (T28-29) • Optional: Connect to the Topic and Compare Text (T24-27) 	<ul style="list-style-type: none"> • Reading weekly test 	Istation Reading Activities for 20 min Teacher Choice
Spelling (T 38-39)		Day Four: Proofread for Spelling <ul style="list-style-type: none"> • Student PP #341 		<ul style="list-style-type: none"> • Review words • Spelling Test 	
Grammar <i>Secondary Lesson Amphibian Alert!</i> (T 86-87)		<ul style="list-style-type: none"> • Day One and Two: Comparing with Good and Bad & Comparing with Adverbs • Student PP #353-354 		<ul style="list-style-type: none"> • Day Three: Making Comparisons • Student PP #355 	
Writing	My Favorite Memories from 4 th Grade or elementary school				
Math Unit 8	L1: Points, Rays, & Angles I can draw, describe points of rays, angles.	L2: Measuring Angles I can draw and measure angels.	L3: Circles & Angles I can learn to identify, measure, and draw angels in a circle.	Quick Quiz 1 & Fluency Check	
Idaho History	Standards: 4.1.1, 4.1.2, 4.2.2, 4.2.1, 4.2.5	Chapter 10: Governing Idaho: Lesson 1: Levels of Government Objective: What are the levels of government in Idaho, and how do they work together to meet the needs of the people? Student Pages:282-295			
Science	Support Partner Teacher				

Week 34 (May 15-19)

Lesson 28: Museums: Worlds of Wonder

Unit 6	Monday (Day 1)	Tuesday (Day 2)	Wednesday (Day 3)	Thursday (Day 4)	Friday (Day 5)
Reading (T108-113)	<ul style="list-style-type: none"> Review Vocabulary (T106) Oral Language Read aloud: Listening and Comprehension (T104-105) 	<ul style="list-style-type: none"> Go over Target Skill: Fact and Opinion (T107-108) *Target Strategy: Monitor/ Clarify (T107) Start the Story ask questions on left side. (T110-112) 	<ul style="list-style-type: none"> Review Fact and Opinion (T107-108) Finish the Story ask questions on left side. (T110-112) 	<ul style="list-style-type: none"> Vocabulary Strategies: Prefixes con, com, in, im (T124-125) 	<ul style="list-style-type: none"> Istation Reading Activities for 20 min Teacher Choice
Spelling (T130-131)	<ul style="list-style-type: none"> Introduce spelling words 	<ul style="list-style-type: none"> Day One: Teach the Principle & Practice and Apply Three Syllable Words Student PP #361 		<ul style="list-style-type: none"> Day Two Teach the Word Sort Student PP #362 	
Grammar (T132-133)		<ul style="list-style-type: none"> Day One and Two: Possessive Pronouns Student PP #364-365 		<ul style="list-style-type: none"> Day Three Possessive Pronouns Student PP #366 	
Writing	My Favorite Memories from 4 th Grade or elementary school				
Math Unit 8	L4: Name Triangles I can draw and classify triangles by angles & sides.	L5: Compose & Decompose Angles I can find unknown angle measures.	L6: Real World Problems I can add & subtract angle measures in real world situations.	L7: Parallel & Perpendicular Lines & Line Segments I can identify & draw parallel & perp figures.	
Idaho History	Standards: 4.1.1, 4.2.2, 4.2.3, 4.2.4, 4.3.1, 4.3.2	Governing Idaho: Lesson 2: Idaho's Government Objective: What are the three branches of Idaho's government, and what are their jobs? Student Pages: 296-301			
Science	Support Partner Teacher				

Week 35 (May 22-26)

Lesson 28: Museums: Worlds of Wonder

Unit 6	Monday (Day 6)	Tuesday (Day 7)	Wednesday (Day 8)	Thursday (Day 9)	Friday (Day 10)
Reading	<ul style="list-style-type: none"> • Dig Deeper: Fact Opinion; Monitor/ Clarify (T114-115) • Second Read: Analyze the Text questions on the right side (T111) 	<ul style="list-style-type: none"> • Finish Second Read: Analyze the Text • Your Turn: Express Yourself (T122-123) 	<ul style="list-style-type: none"> • Activity Central: Come to the Museum/Impossible? Not! (T120-121) 	<ul style="list-style-type: none"> • Reading weekly test 	<ul style="list-style-type: none"> • Istation Reading Activities for 20 min <p>Teacher Choice</p>
Spelling (T130-131)		Day Four: Proofread for Spelling <ul style="list-style-type: none"> • Student PP #363 		<ul style="list-style-type: none"> • Review words • Spelling Test 	
Grammar <i>Secondary Lesson</i> <i>Save Timber Woods!</i> (T180-181)		<ul style="list-style-type: none"> • Day One and Two: Correct Pronouns: Using I and me / Using the Right Pronoun • Student PP #375-376 		<ul style="list-style-type: none"> • Day Three: Reflexive Pronouns • Student PP #377 	
Writing	Narrative ISAT Performance Task. Use the Rubric to grade, have students do a self-evaluation, then revise, and edit.				
Math Unit 8	L8: Classify Quadrilaterals I can name & classify quadrilaterals based on sides & angles.	L9: Decompose Quadrilaterals & Triangles I can decompose quadrilaterals & triangles into figures.	Quick Quiz 3 & Fluency Check	L10: Classified Polygons I can sort triangles & quadrilaterals by several different rules.	
Idaho History	Standards: 4.1.2, 4.3.3, 4.4.1, 4.1.1, 4.2.2	Governing Idaho: Lesson 3: Our Rights & Responsibilities Review & Test Objective: What rights and responsibilities do you have as a citizen of Idaho and the United States? Student Pages: 302-309			
Science	Support Partner Teacher				

Week 36 (May 29- June 2)

Lesson 30: Mystery at Reed's Pond

Unit 6	Monday (Day 1)	Tuesday (Day 2)	Wednesday (Day 3)	Thursday (Day 4)	Friday (Day 5)
Reading	<ul style="list-style-type: none"> Review Vocab (T 200) Oral Language Read aloud (T198-199) 	<ul style="list-style-type: none"> Go over Target Skill: Conclusions and Generalizations (T201) Read Story ask questions on left side. (T202-209) 	<ul style="list-style-type: none"> Review Conclusions & Generalizations: You Be the Detective (T 216) 	Activities and Make up work	Last Day of School
Spelling (T 226-227)	<ul style="list-style-type: none"> Day One: Teach the Principle & Practice and Apply Unusual Spelling Student PP #383 	<ul style="list-style-type: none"> Day Four Connect to Writing Student PP #385 			
Grammar (T 228-229)		<ul style="list-style-type: none"> Day One and Two: Pronoun Contractions & Pronouns and Homophones Student PP # 386-387 	<ul style="list-style-type: none"> Day Three Using Pronouns Student PP # 388 		
Writing					
Math Unit 8	L11: Line Symmetry I can draw lines of symmetry & determine when figures have line symmetry.	Review/ Reteach	Unit 8 Test		
Idaho History	Catch-up & Review				
Science	Support Partner Teacher				

End of Year Notes

Standards Linked with the Journey's Unit and Lesson

Essential Standard	Unit/Lesson Taught	"I can" Objective Standard
<p>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.</p>	<p>Unit 2/L6: Invasion from Mars Unit 5/L25: The Fun They Had</p>	<ul style="list-style-type: none"> •I can use the details and examples in the text to explain or infer meaning •I can define inference and explain how a reader uses details and examples from a text to reach a logical conclusion •I can read closely and find answers explicitly in text •I can read closely and find answers that require an inference •I can analyze an author's words and refer to details and examples needed to support both explicit and inferential question
<p>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	<p>Unit 1/L1: Because of Winn Dixie Unit 2/L6: Invasion from Mars Unit 4/L20: Sacagawea Unit 5/L21: The World According to Humphrey</p>	<ul style="list-style-type: none"> •I can determine the main idea of what I read and explain to my teacher or a peer using details from the text •I can create a summary of the information without telling every detail •I can analyze details in a text to determine a theme •I can define summary •I can write a summary using details from the text
<p>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).</p>	<p>Unit 1/L1 Because of Winn Dixie Unit 2/L6: Invasion from Mars Unit 4/L16: Riding Freedom Unit 5/L25: The Fun They Had</p>	<ul style="list-style-type: none"> •I can use specific events and ideas from the informational reading that I do to explain what happened and why •I can identify characters, setting, and events in a story or drama •I can locate sections of a text where characters, settings, or events are described •I can use specific details from text to describe characters, settings, or events

<p>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).</p>	<p>Unit 1/L4: The Power of W.O.W. Unit 4/L16: Riding Freedom Unit 4/L18: Hercules' Quest Unit 5/L21: The World According to Humphrey</p>	<ul style="list-style-type: none"> • I can make meaning of words and phrases, when reading about characters in a myth, by using clues found within the story • I can use various strategies to determine the meaning of words and phrases • I can recognize words in a text that allude (refer) to characters found in mythology and use my knowledge of mythology to determine meaning
<p>RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text</p>	<p>Unit 2/L6: Invasion from Mars</p>	<ul style="list-style-type: none"> • I can tell my teacher or a friend about the different parts of poems and plays that I read • I can recognize that poems, drama, and prose use different structural elements • I can identify common structural elements of poems and dramas • I can refer to the structural elements of a poem or dram when explaining their differences
<p>RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	<p>Unit 5/L21: The World According to Humphrey</p>	<ul style="list-style-type: none"> • I can compare the points of view from which different stories are narrated, including the difference between first--- and third---person narrations • I can identify basic points of view as first person and third person • I can determine a narrator's or speaker's point of view in the story • I can compare the point of view in different stories • I can contrast the point of view in different stories
<p>RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p>	<p>Unit 2/L6: Invasion from Mars Unit 4/L4: Riding Freedom</p>	<ul style="list-style-type: none"> • I can make connections between different text types • I can recognize when a visual or oral presentation is based on a text

		<ul style="list-style-type: none"> •I can identify where a text gives specific descriptions and directions that a visual or oral presentation uses •I can determine similarities and differences between a written text and its visual or oral representation
RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	Unit 4/L18: Hercules' Quest	<ul style="list-style-type: none"> •I can compare stories and myths from different cultures •I can discuss how themes and events are similar from one story to another •I can define a theme •I can identify similar themes, topics, and patterns of events found in stories, myths, and traditional literature from different cultures treat the same theme, topic, or pattern of events
RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Unit 1/L1: Because of Winn-Dixie Unit 1/L4: The Power of W.O.W. Unit 2/L6: Invasion from Mars Unit 2/L9: Dear Mr. Winston Unit 2/L10: Jose! Born to Dance Unit 4/L4: Riding Freedom Unit 4/L20: Sacagawea Unit 5/L25: The Fun They Had	<ul style="list-style-type: none"> •I can read and understand stories at my grade level •I can read a variety of informational texts at many levels with and without the support of my teacher •I can read a variety of informational texts as needed at the high end of my range •I can reread text to find more information or clarify ideas
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.	Unit 3/L11: Hurricanes Unit 5/L22: I Could Do That!	<ul style="list-style-type: none"> •I can use the details and examples in the text to explain or infer meaning •I can define inference and explain how a reader uses direct quotes from a text to reach a logical conclusion ("based on what I've read, it's most likely true that...") •I can read closely to find answers explicitly in text (right their answers) •I can read closely and find answers that require an inference •I can analyze an author's words and find details and examples to support both explicit and inferential questions

<p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p>Unit 2/L6: Invasion from Mars Unit 3/L15: Ecology for Kids Unit 4/L18: Hercules' Quest</p>	<ul style="list-style-type: none"> •I can determine the main idea of what I read and explain to my teacher or a peer using details from the text •I can define main idea •I can define summary •I can write a summary stating the key points of a text
<p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<p>Unit 3/L11: Hurricanes Unit 4/L20: Sacagawea Unit 5/L22: I Could Do That!</p>	<ul style="list-style-type: none"> •I can use specific events and ideas from the informational reading that I do to explain what happened and why •I can identify events, procedures, ideas, and/or concepts in different types of text
<p>RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p>	<p>Unit 1/L3: My Librarian Is A Camel Unit 3/L13: Antarctic Journal</p>	<ul style="list-style-type: none"> •I can determine the meaning of words when I read aloud science, social studies or other non---fiction grade level texts •I can identify general academic words and phrases in a text •I can use various strategies to determine the meaning of general academic and domain specific words and phrases in a text •I can locate and use resources to assist me in determining the meaning of unknown words
<p>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.</p>	<p>Unit 1/L3: My Librarian Is A Camel Unit 4/L20: Sacagawea</p>	<ul style="list-style-type: none"> •I can describe the sequence of events, cause and effect or problem and solution in informational texts that I read •I can identify and explain different structures used in informational text •I can determine the overall structure found in an informational text •I can describe how events, ideas, concepts, or information are structured in a text
<p>RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	<p>Unit 3/L11: Hurricanes</p>	<ul style="list-style-type: none"> •I can compare a firsthand account and I secondhand account of the same historical event or topic •I can describe the differences of these two accounts

		<ul style="list-style-type: none"> •I can explain how a firsthand and secondhand focus affects the information provided
RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	Unit 3/L11: Hurricanes Unit 5/L22: I Could Do That!	<ul style="list-style-type: none"> •I can recognize that authors use various formats when presenting information •I can interpret the nonfiction features and explain how the information helps my understanding of the text
RI.4.8 Explain how an author uses reasons and evidence to support points in a text.	Unit 2/L10: Jose! Born to Dance	<ul style="list-style-type: none"> •I can locate the reasons and evidence used to support points in a text •I can explain how the reasons and evidence support the points in a text
RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Unit3/L11: Hurricane	<ul style="list-style-type: none"> •I can locate information from two texts on the same topic •I can determine which pieces of information best support my topic •I can integrate information from two texts to display my knowledge of the topic when writing or speaking
RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Unit 1/L3: My Librarian Is A Camel Unit 1/L4: The Power of W.O.W. Unit 2/L10: Jose! Born to Dance Unit 3/L11: Hurricanes Unit 3/L13: Antarctic Journal Unit 3/L15: Ecology for Kids Unit 4/L20: Sacagawea Unit 5/L22: I Could Do That! Unit 6/L28: Museums: Worlds of Wonder	<ul style="list-style-type: none"> •I can read and understand informational texts at my grade level •I can read a variety of informational texts at many levels with and without support •I can read a variety of informational texts as needed at the high end of my range •I can use reading strategies to help me understand difficult complex text
RF.4.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading, as necessary.	Unit 1/L3: My Librarian is a Camel Unit 3/L11: Hurricanes Unit 4/L16: Riding Freedom Unit 5/L22: I Could Do That!	<ul style="list-style-type: none"> •I can read with purpose and understanding •I can read grade---level text fluently and show comprehension through voice, timings, and expression •I can recognize when a word I have read does not make sense within the Tx

		<ul style="list-style-type: none"> •I can self---correct misread or misunderstood words using context clues •I can reread with corrections when necessary •I can read prose and poetry aloud with accuracy, rate and expression •I can use context to know if I am reading accurately and can self---correct when necessary
<p>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. Use precise language and domain-specific vocabulary to support the opinion piece. e. Provide a concluding statement or section related to the opinion presented.</p>	<p>Unit 3/L11: Hurricanes</p>	<ul style="list-style-type: none"> •I can determine my opinion or point of view on a topic or text •I can include my opinion within the introduction of the topic when writing an argument •I can organize my ideas when writing an argument •I can support my opinion with facts and details when writing an argument •I can link opinion and reasons when writing an argument •I can write a concluding statement or paragraph to support my opinion when writing an argument
<p>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</p>	<p>Unit 2/L9: Dear Mr. Winston Unit 2/L10: Jose! Born to Dance Unit 5/L22: I Could Do That! Unit 5/L23: The Fun They Had Unit 5/L21: The World According to Humphrey</p>	<ul style="list-style-type: none"> •I can select a topic and gather information to share with my audience •I can define common formatting structures and determine the best structure that will allow me to organize my information •I can introduce an informational topic clearly and organized information in paragraphs and sections •I can include informational text features and multimedia to help my reader to better understand my message •I can use facts, definitions, details, quotations and examples to develop an informational topic

<p>the topic. e. Provide a concluding statement or section related to the information or explanation presented.</p>		<ul style="list-style-type: none"> •I can link ideas when writing an informational piece •I can use topic specific language and vocabulary to better inform my reader •I can write a concluding statement or paragraph to support my topic when writing an informational piece
<p>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</p>	<p>Unit 1/L4: The Power of W.O.W.! Unit 4/L18: Hercules' Quest</p>	<ul style="list-style-type: none"> •I can introduce my reader to the topic by clearly identifying the characters, setting, plot, narrator, sensory details, and sequence of events •I can define narrative and describe the basic parts of plot •I can orient (set the scene for) the reader by introducing the narrator, characters, and the event/situation that starts the story in motion •I can describe experiences and events through character dialogue helping my reader to better understand •I can use a variety of transitional words and phrases to organize the sequence of events •I can use specific words or phrases and sensory details to describe experiences and events in narrative writing •I can write a logical conclusion when writing a narrative piece
<p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)</p>	<p>Unit 1/L4: The Power of W.O.W.! Unit 2/L9: Dear Mr. Winston Unit 3/L13: Antarctic Journal</p>	<ul style="list-style-type: none"> •I can identify the writing style that best fits my task, purpose, and audience •I can use organizational/formatting structures (graphic organizers) to develop my writing ideas •I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style
<p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as</p>	<p>Unit 1/L4: The Power of W.O.W.! Unit 2/L9: Dear Mr. Winston</p>	<p>When someone helps me:</p> <ul style="list-style-type: none"> •I can use prewriting strategies to formulate ideas

<p>needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)</p>	<p>Unit 4/L20: Sacagawea Unit 5/L23: The Fun They Had!</p>	<ul style="list-style-type: none"> •I can recognize that a well---developed piece of writing requires more than one draft •I can apply revision strategies •I can edit my writing by checking for errors in capitalization, punctuation, grammar, spelling, etc. •I can prepare multiple drafts using revisions and edits to develop and strengthen my writing •I can develop and strengthen my writing by planning, revising and editing
<p>W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type multi-paragraph text (e.g., 1-2 pages).</p>	<p>Unit 1/L3: My Librarian is a Camel Unit 2/L9: Dear Mr. Winston Unit 3/13: Antarctic Journey</p>	<p>When someone helps me:</p> <ul style="list-style-type: none"> •I can use technology to produce and publish my writing •I can use technology (e.g. email, blogs, Skype, etc.) to communicate with others •I can choose credible websites on the Internet that will help me compose, edit, and publish my writing •I can use proper keyboarding skills to compose and prepare my writing for publication •I can write a minimum of one page in one sitting
<p>W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p>Unit 1/L3: My Librarian is a Camel Unit 3/L15: Ecology for Kids Unit 5/L23: The Fun They Had</p>	<ul style="list-style-type: none"> •I can define research and explain how research is different from other types of writing •I can focus my research around a question/topic that is provided to determine my own research worthy question •I can gather a variety of information about my research topic
<p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.</p>	<p>Unit 2/L6: Invasion from Mars Unit 2/L9: Dear Mr. Winston</p>	<ul style="list-style-type: none"> •I can recall and gather important information from print and digital sources •I can take notes and organize information and list the sources that I have used

		<ul style="list-style-type: none"> •I can sort the information from my notes into provided categories •I can prepare a list of sources used during my research
<p>W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions]”). b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>Unit 2/L6: Invasion from Mars Unit 2/L9: Dear Mr. Winston Unit 3/L11: Hurricanes Unit 3/L15: Ecology for Kids Unit 5/L21: The World According to Humphrey Unit 5/L23: The Fun They Had</p>	<ul style="list-style-type: none"> •I can define textual evidence (“word for word” support) •I can determine textual evidence that supports my analysis, reflection, and/or research •I can compose written responses and include textual evidence to strengthen my analysis, reflection, and/or research
<p>W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Unit 1/L1: Because of Winn-Dixie Unit 2/L9: Dear Mr. Winston Unit 2/L10: Jose! Born to Dance Unit 3/13: Antarctic Journey Unit 4/L20: Sacagawea Unit 5/L23: The Fun They Had</p>	<ul style="list-style-type: none"> •I can write for extended periods of time for many tasks, purposes and audiences •I can choose my writing structure to fit my task, purpose, and/or audience •I can write for a variety of reasons
<p>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) 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. d. Review the key ideas expressed and explain their own</p>	<p>Unit 1/L1: Because of Winn-Dixie Unit 3/13: Antarctic Journey Unit 5/L21: The World According to Humphrey</p>	<ul style="list-style-type: none"> •I can quote accurately from the text to explain or infer meaning •I can use the details and examples in the text to explain or infer meaning •I can use the details and examples in the text from what I read to explain the meaning of the text •I can use details from the text to explain what I read

ideas and understanding considering the discussion		
SL.4.2 Paraphrase portions of a text read aloud, or information presented in diverse media and formats, including visually, quantitatively, and orally.	Unit 2/L6: Invasion from Mars Unit 4/L18: Hercules' Quest Unit 4/L20: Sacagawea	<ul style="list-style-type: none"> •I can listen and retell important information •I can identify information from a text being read aloud •I can identify information that is presented in different formats •I can paraphrase the information gathered to determine the main idea and support details
SL.4.3 Identify the reasons and evidence a speaker provides to support points.	Unit 5/L21: The World According to Humphrey	<ul style="list-style-type: none"> •I can identify the points being made by the speaker I can determine the reasons and evidence a speaker uses to support points
SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Unit 1/L4: The Power of W.O.W! Unit 2/L9: Dear Mr. Winston Unit 2/L10: Jose! Born to Dance Unit 4/L16: Riding Freedom Unit 4/L18: Hercules' Quest Unit 5/L21: The World According to Humphrey Unit 5/L23: The Fun They Had	<ul style="list-style-type: none"> •I can present on a topic in an organized manner, using details to support my topic •I can speak clearly at an understandable pace while presenting my information
SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	Unit 2/L9: Dear Mr. Winston Unit 2/L10: Jose! Born to Dance Unit 3/L11: Hurricanes Unit 3/L15: Ecology for Kids Unit 4/L18: Hercules' Quest Unit 5/L23: The Fun They Had	<ul style="list-style-type: none"> •I can use multimedia and visuals in presentations to help support my topics •I can identify main ideas or theme in my presentation that could be enhanced
SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standard 1 for specific expectations.)	Unit 1/L4: The Power of W.O.W! Unit 2/L10: Jose! Born to Dance	<ul style="list-style-type: none"> •I can choose the appropriate way to express my thoughts (formal or informal register) during presentations •I can determine speaking task or situations that will require a formal structure •I can compose a formal speech that demonstrates a command of grade 4 Language standards

<p>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). *</p>	<p>Unit 1/L1: Because of Winn-Dixie Unit 1/L4: The Power of W.O.W! Unit 3/L11: Hurricanes Unit 3/L13: Antarctic Journal Unit 4/L16: Riding Freedom Unit 4/L18: Hercules' Quest</p>	<ul style="list-style-type: none"> •I can use relative pronouns to join clauses together Example: This is the house that Jack built. versus “This is a house. Jack built this house.” •I can use relative pronouns when referring to something or someone that has been mentioned Example: The girl whose mother lives next door to us works at the hospital. •I can use correct verb tense when speaking and writing (there are six tenses) Example: I am studying Math. I will be studying Math. I was studying Math. I have been studying Math. I had been studying Math. • I will have been studying Math •I can use verb phrases correctly to express a need or for something to be considered •Example: We must go to the grocery store. We might go to the zoo. •I can correctly use lists of adjectives when describing a noun when I speak or in my writing. Examples: I need to buy a dozen, large, brown eggs at the store. The delicious, ripe, Washington apples were ready for picking. •I can use prepositional phrases to add details and clarity when I speak or in my writing. Example: She is on the computer. David walked down the ramp. Sherri ate in the kitchen. •I can create complete sentences and fix sentences that may be incomplete or run---on •I can correctly use homophones when I speak and, in my writing,
<p>L.4.2 Demonstrate command of the conventions of standard English capitalization,</p>	<p>Unit 1/L1: Because of Winn-Dixie Unit 1/L 3: My Librarian is a Camel</p>	<ul style="list-style-type: none"> •I can correctly use capitalization rules when writing

<p>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.</p>	<p>Unit 1/L4: The Power of W.O.W! Unit 2/L9: Dear Mr. Winston Unit 3/L11: Hurricanes</p>	<ul style="list-style-type: none"> •I can correctly use commas and quotation marks to show when someone is talking •I can correctly use a comma before conjunctions to correctly bring two related thoughts together •I can spell grade level words correctly and use a spelling reference when needed
<p>L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely. * b. Choose punctuation for effect. * c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion)</p>	<p>Unit 1/L1: Because of Winn-Dixie Unit 1/L4: The Power of W.O.W! Unit 2/L6: Invasion from Mars Unit 2/L10: Jose! Born to Dance Unit 3/L15: Ecology for Kids Unit 4/L18: Hercules' Quest Unit 5/L25: The Fun They Had</p>	<ul style="list-style-type: none"> •I can correctly use capitalization rules when writing •I can correctly use commas and quotation marks to show when someone is talking •I can correctly use a comma before conjunctions to correctly bring two related thoughts together •I can spell grade level words correctly and use a spelling reference when needed
<p>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.</p>	<p>Unit 1/L3: My Librarian is a Camel Unit 2/L10: Jose' Born to Dance Unit 3/L13: Antarctic Journal Unit 5/L21: The World According to Humphrey Unit 5/L25: They Had Fun</p>	<ul style="list-style-type: none"> •I can use context clues to understand a meaning of a new word •I can understand words with suffixes and prefixes added to them •I can use root/base words to figure our new words •I can use dictionaries or the Internet to find the meanings of words and phrases
<p>L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of</p>	<p>Unit 2/L3: My Librarian is a Camel Unit 2/L4: The Power of W.O.W Unit 4/L16: Riding Freedom</p>	<ul style="list-style-type: none"> •I can use context clues to understand a meaning of a new word

<p>simple similes and metaphors (e.g., as as a picture) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p>Unit 4/L18: Hercules Quest Unit 4/L 20: Sacagawea</p>	<ul style="list-style-type: none"> •I can understand words with suffixes and prefixes added to them •I can use root/base words to figure our new words •I can use dictionaries or the Internet to find the meanings of words and phrases
<p>L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	<p>Unit 1/L 3: My Librarian is a Camel Unit 2/L 10: Jose’ Born to Dance Unit 3/L 11: Hurricanes Unit 4/L 16: Riding Freedom Unit 4/L18: Hercules Quest Unit 4/L20: Sacagawea Unit 5/L 22: I could Do That Unit 5/L25: They Had Fun</p>	<ul style="list-style-type: none"> •I can build my vocabulary of grade---level, and subject words •I can use these words to communicate descriptively about topics

Math Standards

Essential Standard	I Can Statements
<p>4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.</p>	<ul style="list-style-type: none"> I can understand that multiplication equations can be seen as comparisons of groups (e.g., $24 = 4 \times 6$ can be thought of as 4 groups of 6 or 6 groups of 4).
<p>4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p>	<ul style="list-style-type: none"> I can recognize the operation (multiplication or division) needed to solve a word problem. I can use drawings, models, etc. strategies to solve problems. I can multiply or divide to solve word problems by using drawings or writing equations and solving for a missing number.3.OA.B.5 I can use the Commutative property of multiplication. (I know that if $6 \times 4 = 24$, then $4 \times 6 = 24$.)
<p>4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding</p>	<ul style="list-style-type: none"> I can use the 4 operations to solve multi-step word problems. I can determine how reasonable my answers to word problems are by using estimation, mental math and rounding.
<p>4.OA.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in</p>	<ul style="list-style-type: none"> I can find all factor pairs for a whole number from 1 to 100. I can recognize a whole number as a multiple of each of its factors.3.OA.C.7

<p>the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite</p>	<p>I can multiply and divide within 100 easily and quickly because I know how multiplication and division are related.</p> <ul style="list-style-type: none"> • I can determine whether a whole number from 1 to 100 is a multiple of a given one-digit number. • I can determine whether a given whole number up to 100 is a prime or composite number.
<p>4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.</p>	<ul style="list-style-type: none"> • I can create a number or shape pattern that follows a given rule. • I can notice and point out different features of a pattern once it is created by a rule.
<p>4.NBT.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.</p>	<ul style="list-style-type: none"> • I can 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.
<p>4.NBT.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.</p>	<ul style="list-style-type: none"> • I can read and write larger whole numbers using numerals, words and in expanded form. • I can compare two larger numbers by using what I know about the values in each place. • I can compare two larger numbers and use the symbols $>$, $=$, and $<$ to show the comparison.
<p>4.NBT.3 Use place value understanding to round multi-digit whole numbers to anyplace</p>	<ul style="list-style-type: none"> • I can round larger whole numbers to any place.
<p>4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm</p>	<ul style="list-style-type: none"> • I can add and subtract larger numbers.
<p>4.NBT.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</p>	<ul style="list-style-type: none"> • I can multiply a whole number up to four digits by a one-digit whole number. • I can multiply two two-digit numbers.

<p>the calculation by using equations, rectangular arrays, and/or area models.</p>	<ul style="list-style-type: none"> • I can illustrate and explain how to multiply larger numbers by using equations, arrays or models.
<p>4.NBT.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</p>	<ul style="list-style-type: none"> • I can find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors. • I can illustrate and explain how to divide larger numbers by using equations, arrays or models.
<p>4.NF.1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p>	<ul style="list-style-type: none"> • I can explain (and show models for) why multiplying a numerator and a denominator by the same number does not change the value of a fraction. • I can recognize and generate equivalent fractions based on my knowledge of numerators and denominators.
<p>4.NF.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model</p>	<ul style="list-style-type: none"> • I can compare two fractions with different numerators and different denominators by creating common denominators or numerators or by comparing them to a benchmark fraction like one-half. • I can recognize that comparisons of fractions are valid only when the two fractions refer to the same whole. • I can compare fractions using the symbols $>$, $=$, and $<$, and justify the comparison by using models.
<p>4.NF.3 Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.</p>	<ul style="list-style-type: none"> • I can understand a fraction a/b, with $a > 1$, as a sum of fractions $1/b$.

<p>4.NF.3.a Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</p>	<ul style="list-style-type: none"> • I can understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
<p>4.NF.3.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.</p>	<ul style="list-style-type: none"> • I can decompose a fraction into a sum of fractions with the same denominator in more than one way and justify my work using models.
<p>4.NF.3.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.</p>	<ul style="list-style-type: none"> • I can add and subtract mixed numbers with like denominators.
<p>4.NF.3.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</p>	<ul style="list-style-type: none"> • I can solve word problems involving addition and subtraction of fractions that refer to the same whole and that have like denominators.
<p>4.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.</p>	<ul style="list-style-type: none"> • I can apply my understanding of multiplication to multiply a fraction by a whole number.
<p>4.NF.4.a Understand a fraction a/b as a multiple of $1/b$</p>	<ul style="list-style-type: none"> • I can understand a fraction a/b as a multiple of $1/b$
<p>4.NF.4.b Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number.</p>	<ul style="list-style-type: none"> • I can understand a multiple of a/b as a multiple of $1/b$ and use that knowledge to multiply a fraction by a whole number (e.g., $n \times (a/b) = (n \times a)/b$).
<p>4.NF.4.c Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.</p>	<ul style="list-style-type: none"> • I can solve word problems involving multiplication of a fraction by a whole number.
<p>4.NF.5 Express a fraction with denominator 10 as an equivalent fraction with denominator</p>	<ul style="list-style-type: none"> • I can show a fraction with a denominator of 10 as an equivalent

<p>100, and use this technique to add two fractions with respective denominators 10 and 100.</p>	<p>fraction with a denominator of 100 in order to add the two fractions.</p>
<p>4.NF.6 Use decimal notation for fractions with denominators 10 or 100.</p>	<ul style="list-style-type: none"> • I can use decimals to show fractions with denominators of 10 and 100.
<p>4.NF.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.</p>	<ul style="list-style-type: none"> • I can compare two decimals to hundredths by reasoning about their size and realizing that the comparison is only true if the two decimals refer to the same whole. • I can compare decimals using the symbols $>$, $=$, and $<$, and justify the comparison by using models.
<p>4.MD.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.</p>	<ul style="list-style-type: none"> • I can show that I know the relative size of measurement units within one system of units (including km, m, cm; kg, g; lb, oz; l, ml; hr, min, sec). • I can show the measurements in a larger unit in terms of smaller units and record these in a table.
<p>4.MD.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p>	<ul style="list-style-type: none"> • I can use the four operations ($+$, $-$, \times, \div) to solve word problems involving measurement. • I can solve measurement problems involving simple fractions and decimals. • I can solve problems that ask me to express measurements given in a larger unit in terms of a smaller unit. • I can show measurement quantities using diagrams that involve a measurement scale (e.g., a number line).

<p>4.MD.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems.</p>	<ul style="list-style-type: none"> • I can use what I know about area and perimeter to solve real world problems involving rectangles.
<p>4.MD.4 Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots.</p>	<ul style="list-style-type: none"> • I can make a line plot to show a data set of measurements involving fractions. • I can solve problems involving addition and subtraction of fractions by using information shown in line plots.
<p>4.MD.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:</p>	<ul style="list-style-type: none"> • I can recognize angles as geometric shapes where two rays share a common endpoint. • I can understand concepts of angle measurement.
<p>4.MD.5.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 $\frac{1}{360}$ of a circle is called a "one-degree angle," and can be used to measure angles.</p>	<ul style="list-style-type: none"> • I can understand that angles are measured with reference to a 360° circle, with its center at the common endpoint of the rays.
<p>4.MD.5.b An angle that turns through N one-degree angles is said to have an angle measure of n degrees.</p>	<ul style="list-style-type: none"> • I can understand that an angle that turns through N one-degree angles is said to have an angle measurement of N degrees.
<p>4.MD.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.</p>	<ul style="list-style-type: none"> • I can use a protractor to measure and sketch angles in whole-number degrees.
<p>4.MD.7 Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by</p>	<ul style="list-style-type: none"> • I can solve real-world and mathematical addition and subtraction problems to find unknown angles.

using an equation with a symbol for the unknown angle measure.	
4.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	<ul style="list-style-type: none"> • I can identify and draw points, lines, line segments, rays, angles and perpendicular & parallel lines.
4.G.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.	<ul style="list-style-type: none"> • I can classify two-dimensional shapes based on what I know about their geometrical attributes. • I can recognize and identify right triangles.
4.G.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.	<ul style="list-style-type: none"> • I can recognize, identify and draw lines of symmetry.