

# How We Express Ourselves

## ELA Standards

- Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- LAFS.4.RI.1.3** 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.
- LAFS.4.RI.2.4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.
- LAFS.4.RI.2.5** 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.
- LAFS.4.RI.2.6** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- LAFS.4.RI.3.7** 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.
- LAFS.4.RI.3.8** Explain how an author uses reasons and evidence to support particular points in a text.
- LAFS.4.RI.3.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- LAFS.4.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.
- LAFS.4.SL.1.1** 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.
- 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.
  - Follow agreed-upon rules for discussions and carry out assigned roles.
  - 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.
  - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- LAFS.4.SL.1.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- LAFS.4.SL.1.3** Identify the reasons and evidence a speaker provides to support particular points.
- LAFS.4.SL.2.4** 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.
- LAFS.4.SL.2.5** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- LAFS.4.SL.2.6** 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.
- LAFS.4.L.1.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate legible cursive writing skills.
  - Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
  - Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
  - Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.

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- e. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag rather than a red small bag*).
- f. Form and use prepositional phrases.
- g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- h. Correctly use frequently confused words (e.g., *to, too, two; there, their*).

**LAFS.4.L.1.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use correct capitalization.
- b. Use commas and quotation marks to mark direct speech and quotations from a text.
- c. Use a comma before a coordinating conjunction in a compound sentence.
- d. Spell grade-appropriate words correctly, consulting references as needed.

**LAFS.4.L.3.4** 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.

**LAFS.4.L.3.5** Demonstrate understanding of word relationships, and nuances in word meanings.

- a. Explain the meaning of simple similes and metaphors (e.g., as pretty 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).

**LAFS.4.L.3.6** Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal precise actions, emotions, or states of being (e.g., *wildlife, conservation, and endangered* when discussing animal preservation).

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### Math Standards

**MAFS.4.OA.1.2** 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.

**MAFS.4.OA.1.3** 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.

**MAFS.4.OA.2.4** Investigate factors and multiples.

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

**MAFS.4.NBT.2.6** 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.

**MAFS.4.NF.1.1** 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.

**MAFS.4.NF.1.2** 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.

**MAFS.4.NF.2.3** Understand a fraction  $a/b$  with  $a > 1$  as a sum of fractions  $1/b$ .

- Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
- Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. *Examples:*  $3/8 = 1/8 + 1/8 + 1/8$ ;  $3/8 = 1/8 + 2/8$ ;  $2\ 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$ .
- 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.
- 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.

**MAFS.4.NF.2.4** Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

- Understand a fraction  $a/b$  as a multiple of  $1/b$ . *For example, use a visual fraction model to represent  $5/4$  as the product  $5 \times (1/4)$ , recording the conclusion by the equation  $5/4 = 5 \times (1/4)$ .*
- Understand a multiple of  $a/b$  as a multiple of  $1/b$ , and use this understanding to multiply a fraction by a whole number. *For example, use a visual fraction model to express  $3 \times (2/5)$  as  $6 \times (1/5)$ , recognizing this product as  $6/5$ . (In general,  $n \times (a/b) = (n \times a)/b$ .)*

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	<p>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. <i>For example, if each person at a party will eat <math>\frac{3}{8}</math> of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?</i></p>
<p>Science Standards</p>	<p><b>SC.4.E.5.1</b> Observe that the patterns of stars in the sky stay the same although they appear to shift across the sky nightly, and different stars can be seen in different seasons.</p> <p><b>SC.4.E.5.2</b> Describe the changes in the observable shape of the moon over the course of about a month.</p> <p><b>SC.4.E.5.3</b> Recognize that Earth revolves around the Sun in a year and rotates on its axis in a 24-hour day.</p> <p><b>SC.4.E.5.4</b> Relate that the rotation of Earth (day and night) and apparent movements of the Sun, Moon, and stars are connected.</p> <p><b>SC.4.E.5.5</b> Investigate and report the effects of space research and exploration on the economy and culture of Florida.</p> <p><b>SC.4.N.1.8</b> Recognize that science involves creativity in designing experiments.</p>
<p>Social Studies Standards</p>	<p><b>SS.4.A.8.3</b> Describe the effect of the United States space program on Florida's economy and growth.</p> <p><b>SS.4.A.8.4</b> Explain how tourism affects Florida's economy and growth.</p> <p><b>SS.4.A.9.1</b> Utilize timelines to sequence key events in Florida history.</p> <p><b>SS.4.C.1.1</b> Describe how Florida's constitution protects the rights of citizens and provides for the structure, function, and purposes of state government.</p> <p><b>SS.4.C.2.1</b> Discuss public issues in Florida that impact the daily lives of its citizens.</p> <p><b>SS.4.C.3.1</b> Identify the three branches (Legislative, Judicial, Executive) of government in Florida and the powers of each.</p> <p><b>SS.4.C.3.2</b> Distinguish between state (governor, state representative, or senator) and local government (mayor, city commissioner).</p>