

# Sharing the Planet

## ELA Standards

**LAFS.4.RF.3.3** Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.

**LAFS.4.RF.4.4** Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**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.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.

- 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.

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.

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**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.

- a. Demonstrate legible cursive writing skills.
- b. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
- c. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
- d. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
- 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.

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	<p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p><b>LAFS.4.L.3.6</b> 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., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p>
Math Standards	<p><b>MAFS.4.OA.1.3</b> 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> <p><b>MAFS.4.MD.1.1</b> 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. <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</i></p> <p><b>MAFS.4.MD.1.2</b> Use the four operations to solve word problems<sup>1</sup> involving distances, intervals of time, and money, including problems involving simple fractions or decimals<sup>2</sup>. Represent fractional quantities of distance and intervals of time using linear models. (<sup>1</sup>See glossary <a href="#">Table 1</a> and <a href="#">Table</a>) (<sup>2</sup>Computational fluency with fractions and decimals is not the goal for students at this grade level.)</p> <p><b>MAFS.4.MD.1.3</b> Apply the area and perimeter formulas for rectangles in real world and mathematical problems. <i>For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</i></p>
Science Standards	<p>SC.4.L.17.1 Compare the seasonal changes in Florida plants and animals to those in other regions of the country.</p> <p>SC.4.L.17.2 Explain that animals, including humans, cannot make their own food and that when animals eat plants or other animals, the energy stored in the food source is passed to them.</p> <p>SC.4.L.17.3 Trace the flow of energy from the Sun as it is transferred along the food chain through the producers to the consumers.</p> <p>SC.4.L.17.4 Recognize ways plants and animals, including humans, can impact the environment.</p> <p>SC.4.N.1.8 Recognize that science involves creativity in designing experiments.</p>
Social Studies Standards	<p><b>SS.4.A.1.2</b> Synthesize information related to Florida history through print and electronic media.</p> <p><b>SS.4.A.3.10</b> Identify the causes and effects of the Seminole Wars.</p> <p><b>SS.4.A.3.2</b> Describe causes and effects of European colonization on the Native American tribes of Florida.</p> <p><b>SS.4.A.3.6</b> Identify the effects of Spanish rule in Florida.</p> <p><b>SS.4.A.3.7</b> Identify nations (Spain, France, England) that controlled Florida before it became a United States territory.</p> <p><b>SS.4.A.3.8</b> Explain how the Seminole tribe formed and the purpose for their migration.</p> <p><b>SS.4.A.4.2</b> Describe pioneer life in Florida.</p> <p><b>SS.4.A.5.2</b> Summarize challenges Floridians faced during Reconstruction</p> <p><b>SS.4.A.6.4</b> Describe effects of the Spanish American War on Florida.</p>

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