

## Where We are in Place in Time

### ELA Standards

**LAFS.4.RL.1.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**LAFS.4.RL.1.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.

**LAFS.4.RL.1.3** 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).

**LAFS.4.RL.2.4** 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).

**LAFS.4.RL.2.5** 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.

**LAFS.4.RL.2.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations

**LAFS.4.RL.3.7** 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.

**LAFS.4.RL.3.9** 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.

**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.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.

## Where We are in Place in Time

**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.

## Where We are in Place in Time

	<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.OA.1.a</b> Determine whether an equation is true or false by using comparative relational thinking. <i>For example, without adding 60 and 24, determine whether the equation <math>60 + 24 = 57 + 27</math> is true or false.</i></p> <p><b>MAFS.4.OA.1.b</b> Determine the unknown whole number in an equation relating four whole numbers using comparative relational thinking. <i>For example, solve <math>76 + 9 = n + 5</math> for <math>n</math> by arguing that nine is four more than five, so the unknown number must be four greater than 76.</i></p> <p><b>*Remediation and acceleration</b></p>
Science Standards	<p><b>SC.4.E.6.1</b> Identify the three categories of rocks: igneous, (formed from molten rock); sedimentary (pieces of other rocks and fossilized organisms); and metamorphic (formed from heat and pressure).</p> <p><b>SC.4.E.6.2</b> Identify the physical properties of common earth-forming minerals, including hardness, color, luster, cleavage, and streak color, and recognize the role of minerals in the formation of rocks.</p> <p><b>SC.4.N.1.8</b> Recognize that science involves creativity in designing experiments.</p>
Social Studies	<p><b>SS.4.A.7.1</b> Describe the causes and effects of the 1920's Florida land boom and bust.</p> <p><b>SS.4.A.7.2</b> Summarize challenges Floridians faced during the Great Depression.</p> <p><b>SS.4.E.1.1</b> Identify entrepreneurs from various social and ethnic backgrounds who have influenced Florida and local economy.</p> <p><b>SS.4.E.1.2</b> Explain Florida's role in the national and international economy and conditions that attract businesses to the state.</p>