

Colorado common core standards 4th grade

	Goal	Application	Earthschooling
Reading Comprehension & Recommended Texts	General	1. Lexile Band 640L–850L; stretch 740L–1010L	Not Related
	Fiction	<ol style="list-style-type: none"> Determine a theme of a story, drama, or poem from details in the text; summarize the text Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. Literary Elements Story Structure 	<ol style="list-style-type: none"> G4 Norse Mythology Block G4 Storytelling & Theater Block
	Nonfiction	<ol style="list-style-type: none"> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text Text Structure Fact and Opinion Main Idea, Background Knowledge and Questioning Cause and Effect Generalization Visualizing and Inferring Compare and Contrast Drawing Conclusions Author’s Purpose Important Ideas Monitoring and Clarifying Retelling Events 	<ol style="list-style-type: none"> G4 Norse Mythology Block
	Poetry	<i>You are encouraged to expose children to more poetry, old and new. To bring children into the spirit of poetry, read it aloud and encourage them to read it aloud so they can experience the music in the words. At this grade, poetry should be a source of delight; technical analysis should be delayed until later grades.</i>	<ol style="list-style-type: none"> Nature, Man & Animal Poems Different poems and verses are provided weekly in the Earthschooling Fourth Grade Curriculum Native American Poetry Lesson
Writing	General	<ol style="list-style-type: none"> Organize material in paragraphs and understand how to use a topic sentence, how to develop a paragraph with examples and details, that each new paragraph is indented With guidance, strengthen writing as needed with revising and editing 	<ol style="list-style-type: none"> G4 Language Block: Part Two Norse Mythology Block

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Narrative	<ol style="list-style-type: none"> 1. Be familiar with planning strategies to support text structure (graphic organizers, rubrics) 2. Understand the features of a narrative (introduction, descriptive setting, characters, logical sequence, dialogue, conclusion) 3. Write and tell stories to develop real or imagined experiences or events using narrative features 4. Familiarize the reader in a written story by establishing a situation and introducing a narrator and/or characters to tell a story that unfolds naturally (in sequence) 5. Use a variety of transitional words and phrases to manage the sequence of events 	
Opinion	<ol style="list-style-type: none"> 1. Write opinion pieces, supporting a point of view with reasons and information. 2. Provide reasons that are supported by facts and details 	<ol style="list-style-type: none"> 1. G4 Language Block: Part Two 2. Norse Mythology Block
Informative	<ol style="list-style-type: none"> 1. Introduce topic and group information in paragraphs 2. Identify text structure appropriate to purpose (sequence, description, compare/contrast, explanation) 3. Develop central topic with facts, definitions, and details 4. Provide a concluding statement or section 	<ol style="list-style-type: none"> 1. G4 Language Block: Part Two 2. Norse Mythology Block
Research	<ol style="list-style-type: none"> 1. Know how to gather information from different sources (such as an encyclopedia, magazines, interviews, observations, atlas, on-line), and write short reports 2. Present the information in his or her own words 3. Understand the purpose and audience of the writing 4. Define a main idea 5. Providing an introduction and conclusion 6. Organizing material in coherent paragraphs documenting sources in a rudimentary bibliography 	G4 Language Block with expanded usage of computer resources to complete assignments.

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Concepts, Terms, & Other Standards	Grammar	<ol style="list-style-type: none"> 1. Identify and use different sentence types: declarative, interrogative, imperative, exclamatory. 2. Know the following parts of speech and how they are used: nouns, pronouns, verbs (action verbs and auxiliary verbs), adjectives (including articles), adverbs, conjunctions (and, but, or), interjections. 3. Form and use regular and irregular verbs 4. Form and use comparative and superlative adjectives and adverbs 5. Understand coordinating and subordinating conjunctions 6. Simple, compound, and complex sentences 7. Understand prepositions and prepositional phrases 8. Be able to identify contractions and name the two words that make up each contraction 	1.G4 Language Block: Part One
	Punctuation	<ol style="list-style-type: none"> 1. Know how to use the following punctuation: 2. end punctuation: period, question mark, or exclamation point 3. comma: between day and year when writing a date, between city and state in an address, in a series, after yes and no, before conjunctions that combine sentences, inside quotation marks in dialogue apostrophe: in contractions, in singular and plural possessive nouns 4. quotation marks: in dialogue, for titles of poems, songs, short stories, magazine articles 5. Use underlining or italics for titles of books. 	1.G4 Language Block: Part One
	Vocabulary	<ol style="list-style-type: none"> 1. Know how the following prefixes and suffixes affect word meaning: 2. Prefixes: im, in, non, mis, en, pre 3. Suffixes: ily, y, ful, able, ible, ment 4. Review correct usage of problematic homophones: their, there, they're, your, you're, its, it's, here, hear, to, too, two 5. Understand what synonyms and antonyms are, and provide synonyms or antonyms for given words 	1.G4 Language Block: Part One

Goal		Application	
Number Sense, Properties, & Operations	The decimal number system to the hundredths place describes place value patterns and relationships that are repeated in large and small numbers and forms the foundation for efficient algorithms.	a. Generalize place value understanding for multi-digit whole numbers <ul style="list-style-type: none"> i. Explain that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. ii. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. iii. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. iv. Use place value understanding to round multi-digit whole numbers to any place. 	1. Fourth Grade Math: Part 1 & 2 2. Fifth Grade Math: Ancient Indian Numbering and Math in History (Can be provided for free as an addition to the G4 curriculum)
		b. Use decimal notation to express fractions, and compare decimal fractions <ul style="list-style-type: none"> i. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100 ii. Use decimal notation for fractions with denominators 10 or 100. iii. Compare two decimals to hundredths by reasoning about their size. 	1. Fourth Grade Math Block
	Different models and representations can be used to	2. Use ideas of fraction equivalence and ordering to: <ul style="list-style-type: none"> i. Explain equivalence of fractions using drawings and models. 	1. Fourth Grade Math Block 1. Fourth Grade Math Block

	Goal	Application	
	compare fractional parts.	<ul style="list-style-type: none"> ii. Use the principle of fraction equivalence to recognize and generate equivalent fractions. iii. Compare two fractions with different numerators and different denominators and justify the conclusions. 	
		<ul style="list-style-type: none"> b. Build fractions from unit fractions by applying understandings of operations on whole numbers. <ul style="list-style-type: none"> i. Apply previous understandings of addition and subtraction to add and subtract fractions. <ul style="list-style-type: none"> 1. Compose and decompose fractions as sums and differences of fractions with the same denominator in more than one way and justify with visual models. 2. Add and subtract mixed numbers with like denominators. 3. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators. ii. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. <ul style="list-style-type: none"> 1. Express a fraction a/b as a multiple of $1/b$. 2. Use a visual fraction model to express a/b as a multiple of $1/b$, and apply to multiplication of 	1.Fourth Grade Math Block

	Goal	Application
		whole number by a fraction. 3. Solve word problems involving multiplication of a fraction by a whole number.

Goal	Application	
<p>Formulate, represent, and use algorithms to compute with flexibility, accuracy, and efficiency.</p>	<p>a. Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <ul style="list-style-type: none"> i. Fluently add and subtract multi-digit whole numbers using standard algorithms ii. 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. iii. 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. iv. Illustrate and explain multiplication and division calculation by using equations, rectangular arrays, and/or area models. 	<p>1.Third Grade Math Block (Can be provided for free as review if needed)</p>
	<p>b. Use the four operations with whole numbers to solve problems.</p> <ul style="list-style-type: none"> 12. Interpret a multiplication equation as a comparison. 13. Represent verbal statements of multiplicative comparisons as multiplication equations. 14. Multiply or divide to solve word problems involving multiplicative comparison. 15. 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. 	<p>1.First Grade Math Basics: Sixth Sense Math 2.Third Grade Math 3.Fourth Grade Math</p>

		<p>16. Represent multistep word problems with equations using a variable to represent the unknown quantity.</p> <p>17. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>18. Using the four operations analyze the relationship between choice and opportunity cost (PFL).</p>	
Patterns, Functions, & Algebraic Structures	Number patterns and relationships can be represented by symbols.	<p>a. Generate and analyze patterns and identify apparent features of the pattern that were not explicit in the rule itself.</p> <ul style="list-style-type: none"> i. Use number relationships to find the missing number in a sequence. ii. Use a symbol to represent and find an unknown quantity in a problem situation. iii. Complete input/output tables. iv. Find the unknown in simple equations. 	<p>1. Fourth Grade Form Drawing</p> <p>2. Fourth Grade Math: Cooking with Math</p> <p>3. Fourth Grade Knitting Block</p>
		<p>b. Apply concepts of squares, primes, composites, factors, and multiples to solve problems.</p> <ul style="list-style-type: none"> i. Find all factor pairs for a whole number in the range 1–100. ii. Recognize that a whole number is a multiple of each of its factors. iii. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. iv. Determine whether a given whole number in the range 1–100 is prime or composite. 	<p>1. Fourth Grade Math Practice Problems Page</p>
Data, Analysis, & Statistics	Visual displays are used to represent data.	<p>a. Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$).</p>	<p>1. Fourth Grade Math Block</p>
		<p>b. Solve problems involving addition and subtraction of fractions by using information presented in line plots</p>	

Goal		Application	
Shape, Dimension, & Geometric Relationships	<p>Appropriate measurement tools, units, and systems are used to measure different attributes of objects and time.</p>	<p>a. Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</p> <ul style="list-style-type: none"> i. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. ii. 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. iii. 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. iv. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. v. Apply the area and perimeter formulas for rectangles in real world and mathematical problems. 	<p>1.Fourth Grade Math Block</p>
		<p>b. Use concepts of angle and measure angles.</p> <ul style="list-style-type: none"> i. Describe angles as geometric shapes that are formed wherever two rays share a common endpoint, 	<p>1.Fourth Grade Math Block</p>

		<p>and explain concepts of angle measurement.</p> <p>ii. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.</p> <p>iii. Demonstrate that angle measure as additive.</p> <p>iv. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems.</p>	
Geometric figures in the plane and in space are described and analyzed by their attributes.	a. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines.	1.Third Grade Math Block 2. Fourth Grade Form Drawing Block	
	b. Identify points, line segments, angles, and perpendicular and parallel lines in two-dimensional figures.	1.Third Grade Math Block 2.Fourth Grade Form Drawing Block	
	c. Classify and identify two-dimensional figures according to attributes of line relationships or angle size.	1.Fourth Grade Math Block 2. Fourth Grade Form Drawing	
	d. Identify a line of symmetry for a two-dimensional figure.	1.Fourth Grade Math Practice Extras Page 2.Fourth Grade Form Drawing Block	

	Goal	Application	
Physical	1. Energy comes in many forms such as light, heat, sound, magnetic, chemical, and electrical.	<p>a. Identify and describe the variety of energy sources</p> <p>b. Show that electricity in circuits requires a complete loop through which current can pass</p> <p>c. Describe the energy transformation that takes place in electrical circuits where light, heat, sound, and magnetic effects are produced</p> <p>d. Use multiple resources—including print, electronic, and</p>	<p>1.Sixth Grade Science: Physics (Is available at your request as a supplemental lesson to your G4 materials) OR</p> <p>2. Science Stories Supplement</p>

Goal		Application	
		human—to locate information about different sources of renewable and nonrenewable energy	
Life	1. All living things share similar characteristics, but they also have differences that can be described and classified.	<ul style="list-style-type: none"> a. Use evidence to develop a scientific explanation of what plants and animals need to survive b. Use evidence to develop a scientific explanation for similarities and/or differences among different organisms (species) c. Analyze and interpret data representing variation in a trait d. Examine, evaluate, question, and ethically use information from a variety of sources and media to investigate questions about characteristics of living things 	1. Fourth Grade Man & Animal Block
	2. Comparing fossils to each other or to living organisms reveals features of prehistoric environments and provides information about organisms today.	<ul style="list-style-type: none"> a. Use evidence to develop a scientific explanation for: <ul style="list-style-type: none"> 1. What fossils tell us about a prehistoric environment 2. What conclusions can be drawn from similarities between fossil evidence and living organisms b. Analyze and interpret data to generate evidence about the prehistoric environment c. Evaluate whether reasoning and conclusions about given fossils are supported by evidence d. Use computer simulations that model and recreate past 	1. Sixth Grade : Mineralogy Block (Can be provided as a supplement at your request). 2. Fourth Grade Geography Block add on provided by teacher

Goal		Application	
		environments for study and entertainment	
	3. There is interaction and interdependence between and among living and nonliving components of systems.	<ul style="list-style-type: none"> a. Use evidence to develop a scientific explanation on how organisms adapt to their habitat b. Identify the components that make a habitat type unique c. Compare and contrast different habitat types d. Create and evaluate models of the flow of nonliving components or resources through an ecosystem e. Make a plan to positively impact a local ecosystem f. Examine, evaluate, question, and ethically use information from a variety of sources and media to investigate endangered habitats 	<ul style="list-style-type: none"> 1. Fourth Grade Science Stories 2. Fourth Grade Man & Animal Block

Goal		Application	
Earth Systems	1. Earth is part of the solar system, which includes the Sun, Moon, and other bodies that orbit the Sun in predictable patterns that lead to observable paths of objects in the sky as seen from Earth.	<ul style="list-style-type: none"> a. Gather, analyze, and interpret data about components of the solar system b. Utilize direct and indirect evidence to investigate the components of the solar system c. Gather, analyze, and interpret data about the Sunrise and Sunset, and Moon movements and phases d. Develop a scientific explanation regarding relationships of the components of the solar system 	1. Fourth Grade Geography Block with supplement on the solar system.

		Goal	Application
History	1. Organize a sequence of events to understand the concepts of chronology and cause and effect in the history of Colorado.	<ul style="list-style-type: none"> a. Construct a timeline of events showing the relationship of events in Colorado history with events in United States and world history b. Analyze primary source historical accounts related to Colorado history to understand cause-and-effect relationships c. Explain the cause-and-effect relationships in the interactions among people and cultures that have lived in or migrated to Colorado d. Identify and describe how major political and cultural groups have affected the development of the region 	<ul style="list-style-type: none"> 1. Fourth Grade Geography Block adjusted by teacher to reflect Colorado history 2. Fourth Grade Native American Block 3. Fourth Grade Settlers and Human Deeds Block
	2. The historical eras, individuals, groups, ideas, and themes in Colorado history and their relationships to key events in the United States.	<ul style="list-style-type: none"> a. Analyze various eras in Colorado history and the relationship between these eras and eras in United States history, and the changes in Colorado over time b. Describe interactions among people and cultures that have lived in Colorado c. Describe the development of the political structure in Colorado history. Topics to include but not limited to an understanding of the Colorado Constitution and the relationship between state and national government d. Describe the impact of various technological developments. Topics to include but not limited to the state of Colorado, including changes in mining technology; changes in transportation; early 20th century industrial changes; and mid- to late 20th century 	<ul style="list-style-type: none"> 1. Fourth Grade Geography Block adjusted by teacher to reflect Colorado history 2. Fourth Grade Native American Block 3. Fourth Grade Settlers and Human Deeds Block

Goal		Application	
		nuclear and computer technological changes	
Geography	1. Use several types of geographic tools to answer questions about the geography of Colorado.	<ul style="list-style-type: none"> a. Answer questions about Colorado regions using maps and other geographic tools b. Use geographic grids to locate places on maps and images to answer questions c. Create and investigate geographic questions about Colorado in relation to other places d. Illustrate, using geographic tools, how places in Colorado have changed and developed over time due to human activity e. Describe similarities and differences between the physical geography of Colorado and its neighboring states 	1. Fourth Grade Geography Block
	2. Connections within and across human and physical systems are developed.	<ul style="list-style-type: none"> a. Describe how the physical environment provides opportunities for and places constraints on human activities b. Explain how physical environments influenced and limited immigration into the state c. Analyze how people use geographic factors in creating settlements and have adapted to and modified the local physical environment d. Describe how places in Colorado are connected by movement of goods and services and technology 	1. Fourth Grade Native American Block 2. Fourth Grade Geography Block

	Goal	Application	
Economics	1. People responded to positive and negative incentives.	<ul style="list-style-type: none"> a. Define positive and negative economic incentives b. Give examples of the kinds of goods and services produced in Colorado in different historical periods and their connection to economic incentives c. Explain how the productive resources – natural, human, and capital – of Colorado have influenced the types of goods produced and services provided 	<ul style="list-style-type: none"> 1. Fourth Grade Native American Block 2. Fourth Grade Geography Block
	2. The relationship between choice and opportunity cost. (PFL)	<ul style="list-style-type: none"> a. Define choice and opportunity cost b. Analyze different choices and their opportunity costs c. Give examples of the opportunity costs for individual decisions d. Identify risks that individuals face e. Analyze methods of limiting financial risk (PFL) 	<ul style="list-style-type: none"> 1. Fourth Grade Native American Block 2. Fourth Grade Geography Block
Civics	1. Analyze and debate multiple perspectives on an issue.	<ul style="list-style-type: none"> a. Give examples of issues faced by the state and develop possible solutions b. Provide supportive arguments for both sides of a current public policy debate c. Discuss how various individuals and groups influence the way an issue affecting the state is viewed and resolved 	<ul style="list-style-type: none"> 1. Fourth Grade Native American Block 2. Fourth Grade Geography Block
	2. The origins, structure, and functions of the Colorado government.	<ul style="list-style-type: none"> a. Explain the origins, structure, and functions of the three branches of the state government and the relationships among them b. Identify and explain a variety of roles leaders, citizens, and others play in state government c. Identify and explain the services state government provides and how those services are funded 	<ul style="list-style-type: none"> 1. Fourth Grade Geography Block with information provided by local teacher

		<p>d. Explain the historical foundation and the events that led to the formation of the Colorado government</p> <p>e. Describe how the decisions of the state government affect local government and interact with federal law</p>	
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