

## FOURTH GRADE CALENDAR OF LEARNING: Check and Insert Your Priorities for Each Quarter

**Learning Skills: Listen ↔ Follow Directions ↔ Collaborate ↔ Write Learning Reports ↔ Use Graphic Organizers**

	1 <sup>st</sup> quarter	2 <sup>nd</sup> quarter	3 <sup>rd</sup> quarter	4 <sup>th</sup> quarter
<b>READING</b> 1B Skills and Strategies 1C Comprehend diverse texts	<input type="checkbox"/> Use visual elements to clarify how the <b>setting</b> and <b>characters</b> change and the <b>plot</b> develops <input type="checkbox"/> <b>Identify sequence</b> , relate to <b>cause-effect</b> <input type="checkbox"/> <b>Describe traits, motives, feelings</b> of <b>characters</b> and how they relate to <b>events</b> <input type="checkbox"/> <b>Ask/answer questions</b> with <b>evidence</b> from text: analytic, inferential <input type="checkbox"/> <b>Identify main idea/theme</b> and supporting <b>details</b> <input type="checkbox"/> <b>Compare/contrast</b> <input type="checkbox"/> <b>Classify fact/opinion</b> <input type="checkbox"/> <b>Predict</b> <input type="checkbox"/> <b>Read with purpose</b>	<input type="checkbox"/> <b>Ask/answer questions</b> with <b>evidence</b> from text: analytic, inferential <input type="checkbox"/> <b>Use key details</b> in stories, fables, folktales to <b>identify lesson or moral</b> <input type="checkbox"/> <b>Analyze features</b> of legends, myths, folktales (e.g. heroes and villains; quests) <input type="checkbox"/> <b>Infer traits, motives, feelings</b> of <b>characters</b> , relate to <b>actions</b> <input type="checkbox"/> <b>Distinguish literal and figurative language</b> <input type="checkbox"/> <b>Predict</b> <input type="checkbox"/> <b>Infer word meaning</b> from <b>context</b> <input type="checkbox"/> <b>Read with purpose</b> <input type="checkbox"/> <b>Summarize</b>	<input type="checkbox"/> <b>Ask/answer questions</b> with <b>evidence</b> from text: analytic, inferential <input type="checkbox"/> <b>Explain central message</b> or <b>lesson</b> of a story <input type="checkbox"/> <b>Distinguish own point of view</b> from that of characters in story <input type="checkbox"/> <b>Analyze author's techniques</b> (craft and structure) <input type="checkbox"/> <b>Predict</b> <input type="checkbox"/> <b>Summarize</b> a text and <b>identify theme</b> from details <input type="checkbox"/> <b>Infer word meaning</b> from <b>context</b> <input type="checkbox"/> <b>Contrast</b> poetry and prose, <b>identify structure</b> and <b>techniques</b> of poems <input type="checkbox"/> <b>Read with purpose</b>	<input type="checkbox"/> <b>Explain central message</b> or <b>lesson</b> of a story <input type="checkbox"/> <b>Identify</b> characters, settings, key events <input type="checkbox"/> <b>Infer</b> motives, feelings <input type="checkbox"/> <b>Classify</b> <input type="checkbox"/> <b>Compare/contrast</b> characters or events from different stories addressing similar <b>themes</b> or by the same <b>author</b> <input type="checkbox"/> <b>Predict</b> <input type="checkbox"/> <b>Summarize</b> <input type="checkbox"/> <b>Compare point of view</b> in a story, including first and third person <b>narration</b> <input type="checkbox"/> <b>Read with purpose</b>
<b>GENRES</b> ILS1C Distinguish and comprehend different text types  2ABC Interpret literature of different cultures	Fiction/Literature: _ story _ folk tale __ tall tale __ fable _ fantasy _ poem __ myth  Non-Fiction: _ topic/trade books _ biographies _ histories _ videos	Fiction/Literature: _ story _ folk tale __ tall tale __ fable _ fantasy _ poem __ myth  Non-Fiction: _ topic/trade books _ biographies _ histories _ videos	Fiction/Literature: _ story _ folk tale __ tall tale __ fable _ fantasy _ poem __ myth  Non-Fiction: _ topic/trade books _ biographies _ histories _ videos	Fiction/Literature: _ story _ folk tale __ tall tale __ fable _ fantasy _ poem __ myth  Non-Fiction: _ topic/trade books, _ biographies _ histories _ videos
<b>Fluency</b> ILS1B 4AB	<input type="checkbox"/> Rate <input type="checkbox"/> Expression <input type="checkbox"/> Comprehension	<input type="checkbox"/> Rate <input type="checkbox"/> Expression <input type="checkbox"/> Comprehension	<input type="checkbox"/> Rate <input type="checkbox"/> Expression <input type="checkbox"/> Comprehension	<input type="checkbox"/> Rate <input type="checkbox"/> Expression <input type="checkbox"/> Comprehension

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<p><b>WORD KNOWLEDGE</b> IL1A Apply phonics, sight words, and vocabulary skills to reading and writing.</p>	<input type="checkbox"/> Use phonics and word analysis skills in decoding words <input type="checkbox"/> sight words <input type="checkbox"/> adjectives <input type="checkbox"/> plurals <input type="checkbox"/> use dictionary and glossary <input type="checkbox"/> Use academic vocabulary	<input type="checkbox"/> pronouns <input type="checkbox"/> root words <input type="checkbox"/> prefixes <input type="checkbox"/> synonyms <input type="checkbox"/> literal and non-literal words and phrases <input type="checkbox"/> Use academic vocabulary	<input type="checkbox"/> compound words <input type="checkbox"/> suffixes <input type="checkbox"/> antonyms <input type="checkbox"/> multi-meaning words <input type="checkbox"/> similes <input type="checkbox"/> metaphors <input type="checkbox"/> Use academic vocabulary	<input type="checkbox"/> compound words <input type="checkbox"/> antonyms <input type="checkbox"/> multi-meaning words <input type="checkbox"/> Use academic vocabulary
<p><b>LEARNING TO WRITE</b> <b>WRITING TO LEARN</b> Connect to content and reading 3A precision 3B clarity 3C vary formats</p>	<input type="checkbox"/> <b>Write and expand</b> a variety of kinds of <b>sentences</b> with appropriate <b>subject-verb agreement</b> <input type="checkbox"/> Use appropriate <b>verb tenses</b> <input type="checkbox"/> <b>Organize and write paragraph</b> to explain an <b>idea</b> with <b>examples</b> <input type="checkbox"/> <b>Use essential punctuation</b> <input type="checkbox"/> <b>Journal</b>	<input type="checkbox"/> <b>Outline and write</b> expository essay <input type="checkbox"/> <b>Use academic vocabulary</b> in writing about a <b>topic</b> <input type="checkbox"/> <b>Improve essay</b> <input type="checkbox"/> <b>Use quotation marks</b> <input type="checkbox"/> <b>Align pronoun and antecedent</b>	<input type="checkbox"/> <b>Outline, write, and edit</b> expository essay <input type="checkbox"/> <b>Gather information</b> from experiences or texts to <b>answer a specific question</b> <input type="checkbox"/> <b>Organize and write narrative</b>	<input type="checkbox"/> <b>Participate in shared research and writing</b> projects <input type="checkbox"/> <b>Gather information</b> from experiences or texts to <b>answer a specific question</b> <input type="checkbox"/> <b>Write and support opinion</b> about a <b>topic</b> with reasons, using words such as “because” to <b>link opinions and reasons</b>
<p><b>Art and Music</b>  Connect to math, reading, writing, and social studies.</p>	<p>ART</p> <input type="checkbox"/> color <input type="checkbox"/> line <input type="checkbox"/> shape <input type="checkbox"/> size <input type="checkbox"/> Interpretation  <p>MUSIC</p> <input type="checkbox"/> Rhythm <input type="checkbox"/> Interpretation	<p>ART</p> <input type="checkbox"/> color <input type="checkbox"/> line <input type="checkbox"/> shape <input type="checkbox"/> size <input type="checkbox"/> Interpretation  <p>MUSIC</p> <input type="checkbox"/> Rhythm <input type="checkbox"/> Interpretation	<p>ART</p> <input type="checkbox"/> color <input type="checkbox"/> line <input type="checkbox"/> shape <input type="checkbox"/> size <input type="checkbox"/> Interpretation  <p>MUSIC</p> <input type="checkbox"/> Rhythm <input type="checkbox"/> Interpretation	<p>ART</p> <input type="checkbox"/> color <input type="checkbox"/> line <input type="checkbox"/> shape <input type="checkbox"/> size <input type="checkbox"/> Interpretation  <p>MUSIC</p> <input type="checkbox"/> Rhythm <input type="checkbox"/> Interpretation

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**Learning Skills: Listen ⇌ Follow Directions ⇌ Collaborate ⇌ Write Learning Reports ⇌ Use Graphic Organizers**

	1st quarter	2nd quarter	3rd quarter	4th quarter
<b>SCIENCE</b> > observe/read > do > list/draw > graph/chart > diagram > write > present	Topic:  <input type="checkbox"/> <b>Observe and form hypothesis</b> <input type="checkbox"/> <b>Locate</b> information <input type="checkbox"/> <b>Collect</b> data <input type="checkbox"/> <b>Classify</b> <input type="checkbox"/> <b>Compare/contrast</b> <input type="checkbox"/> <b>Sequence</b> <input type="checkbox"/> <b>Gather information to answer a question</b> <input type="checkbox"/> <b>Make and interpret graphs</b>	Topic:  <input type="checkbox"/> <b>Investigate hypothesis</b> <input type="checkbox"/> <b>Locate and classify</b> information <input type="checkbox"/> <b>Collect and organize</b> data <input type="checkbox"/> <b>Sequence</b> <input type="checkbox"/> <b>Gather information to answer a question</b> <input type="checkbox"/> <b>Make and interpret graphs</b> <input type="checkbox"/> <b>Report</b>	Topic:  <input type="checkbox"/> <b>Collect and organize</b> data <input type="checkbox"/> <b>Sequence</b> <input type="checkbox"/> <b>Interpret</b> data/observations <input type="checkbox"/> <b>Report</b> <input type="checkbox"/> <b>Use and make glossary</b> <input type="checkbox"/> <b>Make and interpret graphs</b> <input type="checkbox"/> <b>Draw conclusions</b> <input type="checkbox"/> <b>Report</b>	Topic:  <input type="checkbox"/> <b>Collect and organize</b> data <input type="checkbox"/> <b>Sequence</b> <input type="checkbox"/> <b>Interpret</b> data/observations <input type="checkbox"/> <b>Report</b> <input type="checkbox"/> <b>Use and make glossary</b> <input type="checkbox"/> <b>Make and interpret graphs</b> <input type="checkbox"/> <b>Draw conclusions</b> <input type="checkbox"/> <b>Report</b>
<b>SOCIAL STUDIES</b> > read/listen/do > list/draw > graph/chart > diagram > write > present	Illinois Past  <b>Nonfiction Reading</b> <input type="checkbox"/> <b>Read with purpose</b> <input type="checkbox"/> <b>Identify the main topic, main ideas, and key details</b> of a text <input type="checkbox"/> <b>Ask and answer questions with evidence</b> <input type="checkbox"/> <b>Use illustrations to clarify</b> a text <input type="checkbox"/> <b>Interpret</b> maps, timelines, graphs <input type="checkbox"/> <b>Use text features to locate information</b> about a topic <input type="checkbox"/> <b>Classify information</b> <input type="checkbox"/> <b>Use academic words and phrases</b>	Illinois Today  <b>Nonfiction Reading</b> <input type="checkbox"/> <b>Read with purpose</b> <input type="checkbox"/> <b>Analyze and infer cause-effect relations</b> <input type="checkbox"/> <b>Identify the main purpose</b> of a text <input type="checkbox"/> <b>Interpret</b> maps, timelines, graphs, diagrams <input type="checkbox"/> <b>Use text features</b> and search tools to <b>locate information</b> relevant to a topic <input type="checkbox"/> <b>Summarize</b> <input type="checkbox"/> <b>Explain</b> how an <b>author</b> uses <b>evidence</b> to support <b>claims</b> <input type="checkbox"/> <b>Make and support claims</b> based on <b>evidence</b> <input type="checkbox"/> <b>Use academic words and phrases</b>	US Regions  <b>Nonfiction Reading</b> <input type="checkbox"/> <b>Read with purpose</b> <input type="checkbox"/> <b>Collect information</b> to answer a <b>question</b> <input type="checkbox"/> <b>Identify the main topic, main ideas, and key details</b> of a text <input type="checkbox"/> <b>Summarize</b> <input type="checkbox"/> <b>Use and make glossary</b> <input type="checkbox"/> <b>Describe</b> how events or ideas in a text <b>relate</b> <input type="checkbox"/> <b>Interpret and make</b> maps, timelines, graphs, diagrams <input type="checkbox"/> <b>Synthesize information</b> from different texts or parts of a text <input type="checkbox"/> <b>Use academic words and phrases</b>	Illinois and the World  <b>Nonfiction Reading</b> <input type="checkbox"/> <b>Read with purpose</b> <input type="checkbox"/> <b>Compare and contrast</b> two texts on same topic <input type="checkbox"/> <b>Summarize</b> <input type="checkbox"/> <b>Interpret and make</b> maps, timelines, graphs, and diagrams <input type="checkbox"/> <b>Use academic words and phrases</b>

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	1st quarter	2nd quarter	3rd quarter	4th quarter
<b>MATH</b>				
<b>Math Vocabulary</b>				

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**MATH CONTENT 4<sup>th</sup> GRADE** *This chart lists terms from the Illinois Learning Standards and the ISAT sample.*

<p><b>Operations/Problem Solving</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>all</td><td>amount</td></tr> <tr><td>certain</td><td>compare</td></tr> <tr><td>difference</td><td>digit</td></tr> <tr><td>divide, divisible</td><td>division</td></tr> <tr><td>each</td><td>estimate</td></tr> <tr><td>factors</td><td>fewer</td></tr> <tr><td>label</td><td>likely</td></tr> <tr><td>multiply</td><td>number line numerals</td></tr> <tr><td>operation sign</td><td>order, ordered pairs</td></tr> <tr><td>place value</td><td>product</td></tr> <tr><td>solve</td><td>subtract, subtraction</td></tr> <tr><td>sum</td><td>total</td></tr> <tr><td>unit</td><td>value</td></tr> </table>	all	amount	certain	compare	difference	digit	divide, divisible	division	each	estimate	factors	fewer	label	likely	multiply	number line numerals	operation sign	order, ordered pairs	place value	product	solve	subtract, subtraction	sum	total	unit	value	<p><b>Fractions</b></p> <p>denominator fraction greater than &gt; half, halves less than &lt; numerator decimal decimal point equal equal to equivalent fraction bar</p>
all	amount																										
certain	compare																										
difference	digit																										
divide, divisible	division																										
each	estimate																										
factors	fewer																										
label	likely																										
multiply	number line numerals																										
operation sign	order, ordered pairs																										
place value	product																										
solve	subtract, subtraction																										
sum	total																										
unit	value																										
<p><b>Analyzing Graphs and Data</b></p> <p>average bar graph chart circle graph data graph line graph mode pattern pictograph pie graph table tally, tally chart</p>	<p><b>Geometry</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>cone</td><td>congruent</td></tr> <tr><td>cylinder</td><td>cube, cubic</td></tr> <tr><td>cup</td><td>diameter</td></tr> <tr><td>figure</td><td>hexagon</td></tr> <tr><td>line</td><td>line of symmetry</td></tr> <tr><td>parallel, parallel lines</td><td>parallelogram</td></tr> <tr><td>plane figure</td><td>polygon</td></tr> <tr><td>prism</td><td>ray</td></tr> <tr><td>rectangle, rectangular</td><td>shape</td></tr> <tr><td>sphere</td><td>two-dimensional</td></tr> <tr><td>vertex</td><td>vertical</td></tr> <tr><td>vertices</td><td>volume</td></tr> </table>	cone	congruent	cylinder	cube, cubic	cup	diameter	figure	hexagon	line	line of symmetry	parallel, parallel lines	parallelogram	plane figure	polygon	prism	ray	rectangle, rectangular	shape	sphere	two-dimensional	vertex	vertical	vertices	volume		
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<p><b>Measurement</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>exactly</td><td>farthest</td><td>estimate</td><td>degrees, Celsius, Fahrenheit</td></tr> <tr><td>height</td><td>inch</td><td>non-standard unit</td><td>ounce</td></tr> <tr><td>gallon</td><td>gram</td><td>pound</td><td>scale</td></tr> <tr><td>kilogram</td><td>kilometer</td><td>size</td><td>temperature</td></tr> <tr><td>mass</td><td>measure</td><td>yard</td><td>weight</td></tr> <tr><td>perimeter</td><td>mile</td><td></td><td></td></tr> </table>		exactly	farthest	estimate	degrees, Celsius, Fahrenheit	height	inch	non-standard unit	ounce	gallon	gram	pound	scale	kilogram	kilometer	size	temperature	mass	measure	yard	weight	perimeter	mile				
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### Science Content Category Table (ISBE.net)

Grade	4	7
<b>State Goal 11</b>	<b>20%</b>	<b>20%</b>
Standard 11A – Scientific Inquiry	10%	10%
Standard 11B – Technological Design	10%	10%
<b>State Goal 12</b>	<b>60%</b>	<b>60%</b>
Standard 12A – Living Things <sup>1</sup>	10%	10%
Standard 12B – Environment and Interaction of Living Things	10%	10%
Standard 12C – Matter and Energy <sup>2</sup>	10%	10%
Standard 12D – Force and Motion	10%	10%
Standard 12E – Earth Science <sup>3</sup>	10%	10%
Standard 12F – Astronomy	10%	10%
<b>State Goal 13</b>	<b>20%</b>	<b>20%</b>
Standard 13A – Safety and Practices of Science	10%	10%
Standard 13B – Science, Technology, Society <sup>4</sup>	10%	10%
<b>Total</b>	<b>100%</b>	<b>100%</b>

<sup>1</sup> Includes the following topics: Classification, Cell Biology (Grade 7 only), Reproduction (Grade 4 only), Genetics and Reproduction (Grade 7 only), Botany (Grade 7 only), Change Over Time (Grade 7 only)

<sup>2</sup> Includes the following topics: Properties of Matter, The Atom (Grade 7 only), Acids and Bases (Grade 7 only), Energy/Electricity (Grade 4 only), Electricity (Grade 7 only), Light

<sup>3</sup> Includes the following topics: Basic Earth Science (Grade 4 only), The Earth’s Structure (Grade 7 only), The Earth’s Dynamic Processes, The Atmosphere, Water

<sup>4</sup> Includes the following concept: Measurement

### SCIENCE PROGRESS STRATEGIES

- Students read and write about science topics
- Students use graphic organizers to “show” science
- Post science vocabulary and illustrations
- Students write science learning reports
- Students make and interpret data tables and graphs each week
- January: Revisit core science essential for ISAT
- February: Emphasize scientific method and data interpretation, continue to revisit core science content essential for ISAT
- Use ISAT sample test to simulate science test; clarify test-taking strategies

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### ESSENTIAL SCIENCE CONTENT

<p><b>FORCE AND MOTION</b>                  balance/equilibrium                  friction                  gravity                  magnetism                  simple machines: level, inclined plane, pulley, screw, and wheel and axle—how they function, how they apply forces with advantage, relate to tasks</p>	<p><i>Inquiring about</i>  <b>ENERGY/ELECTRICITY AND LIGHT</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td><i>attraction</i></td><td><i>electrical energy</i></td></tr> <tr><td><i>heat</i></td><td><i>light</i></td></tr> <tr><td><i>magnet</i></td><td><i>mechanical energy</i></td></tr> <tr><td><i>nonmetal</i></td><td><i>prism</i></td></tr> <tr><td><i>repel</i></td><td><i>static electrical charge</i></td></tr> </table>	<i>attraction</i>	<i>electrical energy</i>	<i>heat</i>	<i>light</i>	<i>magnet</i>	<i>mechanical energy</i>	<i>nonmetal</i>	<i>prism</i>	<i>repel</i>	<i>static electrical charge</i>										
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<p><b>MATTER</b>                  contact                  density                  dissolve                  expand                  gas                  liquid                  particles                  solid                  temperature</p>	<p><i>Inquiring about</i>  <b>BASIC EARTH SCIENCE</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td><i>Air</i></td><td><i>climate</i></td></tr> <tr><td><i>coal, oil</i></td><td><i>decompose</i></td></tr> <tr><td><i>earth's surface and landforms</i></td><td><i>erosion</i></td></tr> <tr><td><i>fossil fuel</i></td><td><i>igneous</i></td></tr> <tr><td><i>land</i></td><td><i>land formations</i></td></tr> <tr><td><i>metamorphic</i></td><td><i>minerals</i></td></tr> <tr><td><i>natural gas</i></td><td><i>natural resource</i></td></tr> <tr><td><i>non-renewable resource</i></td><td><i>renewable resource</i></td></tr> <tr><td><i>water</i></td><td><i>sedimentary</i></td></tr> <tr><td><i>weather</i></td><td><i>water cycle</i></td></tr> </table>	<i>Air</i>	<i>climate</i>	<i>coal, oil</i>	<i>decompose</i>	<i>earth's surface and landforms</i>	<i>erosion</i>	<i>fossil fuel</i>	<i>igneous</i>	<i>land</i>	<i>land formations</i>	<i>metamorphic</i>	<i>minerals</i>	<i>natural gas</i>	<i>natural resource</i>	<i>non-renewable resource</i>	<i>renewable resource</i>	<i>water</i>	<i>sedimentary</i>	<i>weather</i>	<i>water cycle</i>
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<p><b>BASIC ASTRONOMY</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td><i>constellation</i></td><td><i>galaxy</i></td></tr> <tr><td><i>lunar eclipse</i></td><td><i>mass of a planet</i></td></tr> <tr><td><i>order of planets from the sun</i></td><td><i>relative positions</i></td></tr> <tr><td><i>revolution</i></td><td><i>rotation</i></td></tr> <tr><td><i>solar eclipse</i></td><td><i>sunlight</i></td></tr> </table>	<i>constellation</i>	<i>galaxy</i>	<i>lunar eclipse</i>	<i>mass of a planet</i>	<i>order of planets from the sun</i>	<i>relative positions</i>	<i>revolution</i>	<i>rotation</i>	<i>solar eclipse</i>	<i>sunlight</i>	<p><b>LIVING THINGS</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td><i>amphibian</i></td><td><i>bird</i></td></tr> <tr><td><i>characteristics</i></td><td><i>inherited</i></td></tr> <tr><td><i>living</i></td><td><i>needs</i></td></tr> <tr><td><i>non-living</i></td><td><i>reptile</i></td></tr> </table>	<i>amphibian</i>	<i>bird</i>	<i>characteristics</i>	<i>inherited</i>	<i>living</i>	<i>needs</i>	<i>non-living</i>	<i>reptile</i>		
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<p><b>INQUIRY</b>  <input type="checkbox"/> Students observe, analyze, and read  <input type="checkbox"/> Continue science topical word wall.  <input type="checkbox"/> Students interpret data table or graph  <input type="checkbox"/> Students make glossary  <input type="checkbox"/> Students write summary                  Inquiry, Data Analysis, forming a hypothesis; observation;                  Measurement, Evaluation, Content</p>	<p><b>ENVIRONMENT AND INTERACTION OF LIVING THINGS</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td><i>decomposer</i></td><td><i>ecosystem</i></td></tr> <tr><td><i>food chain</i></td><td><i>food web</i></td></tr> <tr><td><i>life cycle</i></td><td><i>photosynthesis</i></td></tr> <tr><td><i>plants, plant growth</i></td><td><i>producer</i></td></tr> <tr><td><i>reproduction</i></td><td></td></tr> </table>	<i>decomposer</i>	<i>ecosystem</i>	<i>food chain</i>	<i>food web</i>	<i>life cycle</i>	<i>photosynthesis</i>	<i>plants, plant growth</i>	<i>producer</i>	<i>reproduction</i>											
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