

Month	Math Fluency in Basic Multiplication and Division Facts - throughout year	Reading	Writing	Social Studies
Sept.	Introducing Multiplication (Interpret and Represent Data on Scaled Graphs / Link Graphs to Multiplication / Multiplication as Arrays Commutative Property)	Character Traits, sequencing, cause and effect, Main Idea Fable Realistic Fiction Narrative Nonfiction	Intro to the writing process/writer's notebook Punctuation/Capitalization Sentence Types Sentence vs fragments Scrambled sentences Conjunctions (because, but, so)	3-1. State Constitution and Government 3.Civ.1.a. Identify the responsibilities and powers of government officials at the state and local level (e.g., alderperson, council member, governor, judges, legislators, mayor, selectperson). 3.Civ.2.a. Explain how democracy relies on the responsible participation of individuals and groups within school, local and state communities (e.g., advocacy, census, compromise, jury duty, taxes, voting).
Oct.	Area and Multiplication (Concepts of Area / Relate Area to Multiplication / Find Area of Figures Composed of Rectangles)	Themes, Author's point of view Biography Expository Text Folktale Historical Fiction	Fairy Tales Punctuation/Capitalization Sentence Types Sentence vs fragments Scrambled sentences Conjunctions (because, but, so)	3-1. State Constitution and Government 3.Civ.4.a. Explain the significance of the sovereignty of Northeastern Woodland Native American tribes of Connecticut. 3.Civ.4.b. Explain how a bill becomes a law in Connecticut. 3.Civ.5.a.

				<p>Compare the origins, functions, and structures of the Constitution of the State of Connecticut while noting similarities and differences to the United States Constitution (e.g., amendments, branches of government, preamble).</p> <p>3.Civ.6.a. Describe how people benefit from and face challenges working together in various settings to address problems (e.g., families, governments, schools, volunteer organizations, workplaces).</p>
Nov.	<p>Addition and Subtraction Within 1,000 (Add Within 1,000/ Subtract Within 1,000 /</p>	<p>Problem and solution, cause and effect, Main Idea, Key details Expository Text Poetry Folktale</p>	<p>Fairy Tales Sentence Expansion Sentence Combining Subordinating Conjunctions</p>	<p>3-1. State Constitution and Government 3.Civ.6.b. Describe ways in which families and communities in early United States history were organized to promote mutual benefit and address challenges (e.g., familial and social structures of Indigenous, European, and Black communities).</p> <p>3.Civ.12.a. Explain how people influence rules and laws in Connecticut and how rules and laws influence</p>

				<p>people (e.g., taxes, regulation, advocacy, lobbying, protest). 3.Civ.13.a. Describe how Connecticut laws address public needs and concerns (e.g., education, safety, environmental issues, housing security, discrimination). 3.Eco.12.a. Explain how services in communities are paid for by local, state, and federal taxes (e.g., income tax, local and state budgets, property tax, sales tax).</p>
Dec.	<p>Addition and Subtraction Within 1000 Continued Round to the Nearest 10 / 100 / Solve Two-Step Problems)</p> <p>Relating Multiplication to Division (Meaning of Division / Relate Multiplication and Division</p>	<p>Main Idea, Key details, Cause and effect Historical Fiction Expository Text</p>	<p>Opinion Sentence Expansion Sentence Combining Subordinating Conjunctions</p>	<p>3-2. Cultural Communities in Connecticut Present and Past 3.Geo.3.a. Use both local and state maps of Connecticut to describe location of cultural and environmental characteristics over time (e.g., civic spaces, economic centers, place, population density, settlement patterns, waterways). 3.Geo.4.a. Explain the impact of diverse cultures within a local community and</p>

				<p>throughout Connecticut (e.g., art, businesses, foodways, language, music, religion). 3.Geo.4.b. Explain the ways in which Northeastern Woodland Native American tribes and ethnic enclaves of Connecticut have worked to preserve their cultural identity over time (e.g., museums, celebration of festivals, community centers).</p>
Jan.	<p>Relating Multiplication to Division Continued Multiplying Larger Numbers / Dividing Larger Numbers)</p> <p>Fractions as Numbers (Region Model / Set Model / Number Line Model)</p>	<p>Point of View, Compare and Contrast, Cause and Effect Folktale Realistic Fiction</p>	<p>Opinion/Pers Appositives Transition words and phrases</p>	<p>3-2. Cultural Communities in Connecticut Present and Past 3.His.2.a. Compare the regional and cultural characteristics of Northeastern Woodland Native American tribes of Connecticut, present and past (e.g., customs, locations of tribal territories, material culture, oral histories). 3.His.2.b. Describe the lived experiences of diverse cultural groups by comparing life in specific historical time periods to life in Connecticut today (e.g., industry, local customs, migration, trade, traditions). 3.His.3.a. Generate questions about</p>

				<p>individuals and groups who represented communities committed to change in Connecticut (e.g., Thomas Hooker, Nathan Hale, Rev. James W. C. Pennington, Sarah Harris and Prudence Crandall, Noah Webster, Sengbe Pieh, Laura Wheeler Waring, Yung Wing, Thirman Milner, María Colón Sánchez, Harriet Beecher Stowe).</p>
Feb.	<p>Fractions as Numbers Continued (Equivalent Fractions / Compare Fractions)</p> <p>Measuring Length, Time, Liquid Volume, and Mass (Measurement Data on Line Plots / Mass and Liquid Volume)</p>	<p>Compare and contrast, cause and effect Realistic Fiction Expository Text</p>	<p>Opinion/Pers Appositives Transition words and phrases</p>	<p>3-2. Cultural Communities in Connecticut Present and Past 3.His.10.a. Compare information provided by different historical sources about an event or issue in Connecticut's history (e.g., patents, advertisements, paintings, illustrations, artifacts, newspaper articles, monuments, secondary sources). 3.His.11.a. Make inferences about the intended audience and purpose of a variety of historical sources from information within the source itself (e.g., diary entries, historical markers, letters, seals, symbols).</p>

March	<p>Measuring Length, Time, Liquid Volume, and Mass Continued (Telling Time to Minute)</p> <p>Two Dimensional Shapes and Perimeter (Attributes of Shapes Triangles / Quadrilaterals)</p>	<p>Point of view, cause and effect</p> <p>Expository Text</p> <p>Poetry</p> <p>Fairy Tale</p> <p>Realistic Fiction</p>	<p>Informational</p> <p>Appositives</p> <p>Transition words and phrases</p> <p>Single-Sentence Summary</p>	<p>3-3. Innovation, Industry, and Economic Growth 3.Geo.2.a. Use maps and other visual representations to describe the relationship between the locations of places and regions throughout Connecticut and their environmental characteristics (e.g., access to natural resources, education, labor, population, transportation). 3.Geo.6.a. Describe how environmental and cultural characteristics influence where people live and work in Connecticut (e.g., rivers, parks, farmland, location of ethnic communities, transportation, urban development). 3.Geo.8.a. Explain how the location of Connecticut industries has been influenced by access to natural resources over time (e.g., Naval Submarine Base New London, textile mills, paper mill, quarries).</p>
April	Two Dimensional	Point of view, cause and effect	Informational	3-3. Innovation, Industry, and

	Shapes and Perimeter Continued (What is Perimeter / Perimeter and Area)	Expository Text Biography	Appositives Transition words and phrases Single-Sentence Summary	Economic Growth 3.Eco.3.a. Identify examples of resources in Connecticut that are used to produce goods and services (e.g., aerospace engineering, insurance, small businesses, submarines, tobacco, tourism, universities). 3.Eco.9.a. Describe the role of financial institutions in Connecticut (e.g., banks, insurance industry). 3.Eco.13.a. Describe the ways in which Connecticut industries increase productivity by investing in education and technology (e.g., clean energy, job training, machinery, computer technology, partnerships with schools). 3.His.1.a. Employ chronological thinking to create a chronological sequence of events illustrating developments in innovations and industries throughout Connecticut.
May		Themes, problem and solution, compare and contrast Myths/Dramas Historical Fiction	Informational Sentence Combining	3-3. Innovation, Industry, and Economic Growth His.9.a. Summarize the information presented in multiple

		Biography		<p>historical sources in order to explain the importance of a notable innovator or innovation in Connecticut (e.g., maps, oral histories, patents, photographs, primary documents, sketches). 3.His.12.a. Generate questions about multiple historical sources and their relationship to important economic developments in Connecticut. Connecticut Elementary and Secondary Social Studies Standards 29 Grade 4: United States Geography In Grade 4, students study the human-environment interaction and movement of people</p>
June	Application Review (Fractions / Measurement / Data / Multiplication / Division)	Point of View Expository Text Poetry	Poetry Sentence Combining	<p>Key Components</p> <ul style="list-style-type: none"> ● Civics: Understanding the role of individuals in democracy, including responsible participation in community activities

				<p>like voting and advocacy.</p> <ul style="list-style-type: none"> ● Economics: Basic concepts of economic decision-making and the importance of resources. ● Geography: Skills in map reading and understanding spatial relationships. ● History: Learning about significant historical events and figures that shaped communities.
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Science (Timing varies to align to real world events, including collaboration with classrooms around the world and special events and guests)

Forces and Motion, Electricity and Magnets, Animal Life Cycles and Changes Over Generations, Animal and Plant Traits and Inheritance, Weather and Climate

