

4th Grade Standards

Items in blue are not on the report card

Skills for Successful Learners

- Demonstrates consistent effort
- Completes class work in a timely manner
- Follow through with at home practice
- Seeks help appropriately when needed
- Demonstrates independence
- Works cooperatively with adults
- Works collaboratively with peers
- Demonstrates appropriate behavior
- Resolves conflicts appropriately
- Organizes self and materials
- Produces quality work
- Follows directions
- Approaches learning with perseverance

English Language Arts - Reading

- Refers to details and examples in a literary text when explaining what the text says
- Determines a theme of a story, drama, or poem from details in the text
- Describes in depth a character, setting, or event in a story or drama, drawing on specific details in the text
- Refers to details and examples when summarizing informational text
- Determines the main idea of an informational text and explains how it is supported by key details
- Describes the overall structure of an informational text
- Applies grade level phonics and word analysis to decode words
- Reads with accuracy and fluency to support comprehension

Standards Taught:

Read grade-level text with purpose and understanding.

Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

English Language Arts - Writing

- Writes opinion pieces, supporting views with reasons

Standards Taught:

Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

Provide reasons that are supported by facts and details.

Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

Provide a concluding statement or section related to the opinion presented.

- Writes informative/explanatory texts to examine a topic

Standards Taught:

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Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Provide a concluding statement or section related to the information or explanation presented.

Writes narrative text using effective technique and descriptive detail

Standards Taught:

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

Use dialogue and description to develop experiences and events or show the responses of characters to situations.

Use a variety of transitional words and phrases to manage the sequence of events.

Use concrete words and phrases and sensory details to convey experiences and events precisely.

Provide a conclusion that follows from the narrated experiences or events.

Produces writing that uses organization and purpose at grade-level

Uses evidence to support claims, research, and reflection

Standards Taught:

Apply grade 4 Reading standards to literature (e.g., “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].”).

Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

English Language Arts - Language Usage

Engages effectively in a range of collaborative discussions

Paraphrases portions of a text

Presents a topic with appropriate facts and relevant details

Uses knowledge of language and its conventions

Standards Taught:

Choose words and phrases to convey ideas precisely.

Choose punctuation for effect.

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Demonstrates understanding of figurative language, word relationships, and nuances in word meanings

Standards Taught:

Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

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Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Mathematics

Uses the four operations with whole numbers to solve problems

Standards Taught:

Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.

Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.

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.

Generalize place value understanding for multi-digit whole numbers

Standards Taught:

Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.

Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form.

Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.

Use place value understanding to round multi-digit whole numbers to any place.

Fluently adds and subtracts multi-digit whole numbers

Multiplies a whole number of up to four digits by a one-digit whole number

Divides whole numbers with and without remainders up to four digit dividends and one digit divisors

Extends understanding of fraction equivalence and ordering

Standards Taught:

Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

Uses Decimal notation for fractions with denominators 10 or 100

Solves problems involving measurement and conversion of measurements

Standards Taught:

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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. 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), ...

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. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

Apply the area and perimeter formulas for rectangles in real world and mathematical problems. 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.

Measures angles in whole-number degrees using a protractor

Draws and identifies lines and angles, and classifies shapes by properties of their lines and angles

Standards Taught:

Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.

Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

Applies Standards for Mathematical Practices in daily work

Standards Taught:

Make sense of problems and persevere in solving them.

Reason abstractly and quantitatively.

Construct viable arguments and critique the reasoning of others.

Model with mathematics.

Use appropriate tools strategically

Attend to precision.

Look for and make use of structure

Look for and express regularity in repeated reasoning

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Science

Energy: Interactive Scientific Investigations

Standards Taught:

Ask questions to determine cause-and-effect relationships of electric or magnetic interactions between two objects not in contact with each other.

Define a simple design problem that can be solved by applying scientific ideas about magnets.

Use evidence to construct an explanation relating the speed of an object to the energy of that object.

Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.

Ask questions and predict outcomes about the changes in energy that occur when objects collide.

Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.

Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.

Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.

Generate and compare multiple solutions that use patterns to transfer information.

Environments: Interactive Scientific Investigations

Standards Taught:

Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.

Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing

Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

Soils, Rocks, and Landforms: Interactive Scientific Investigations

Standards Taught:

Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.

Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.

Analyze and interpret data from maps to describe patterns of Earth's features.

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Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.

Engineering, Technology, and Science Practices

Standards Taught:

Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

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Social Studies

- Describes ways the United States can be divided into different regions
- Describes the structure of the federal government
- Explains responsibilities of citizenship
- Develops an action plan to inform about a public issue
- Describes some characteristics of a market economy

Health Education

Social and Emotional Health

Standards Taught:

- Describe the effect of teasing and bullying on others.
- Describe strategies to manage strong feelings, including anger.
- Explain the decision making and problem solving steps.
- Describe characteristics and steps of conflict resolution.
- Apply the steps of conflict resolution.
- Demonstrate non-violent conflict resolution strategies.
- Explain what to do if you or someone else is being teased or bullied.
- Express intentions to stop bullying as a bystander, perpetrator, or victim.
- Demonstrate the ability to confront bullying and teasing.

Safety

Standards Taught:

- Describe safety hazards, including those related to fire, dangerous objects and weapons, being home alone, and using the Internet.
- Explain the importance of respecting personal space and boundaries.
- Describe the characteristics of appropriate and inappropriate touch.
- Explain that a child is not at fault if someone touches him or her in an inappropriate way.
- Demonstrate how to ask a trusted adult for help.
- Demonstrate how to access emergency services, such as calling "911," including what to say when accessing such services.
- Apply strategies to prevent fires and burns.
- Develop and practice a home fire escape plan.
- Apply strategies to stay safe and prevent injury when home alone.
- Explain a rule and demonstrate actions to use when dangerous objects or weapons are present.
- Apply strategies to stay safe when using the Internet.
- Apply strategies to avoid personally unsafe situations.
- Demonstrate strategies to get away in cases of inappropriate touching or abduction.
- Analyze how one influences the safety of others when adult supervision is not present.

Substance Abuse Education

Standards Taught:

- Describe the short- and long-term physical effects of being exposed to tobacco smoke.
- Explain the positive outcomes of not using alcohol.
- Demonstrate the ability to avoid exposure to secondhand smoke.
- Explain how family and peers can influence decisions about using alcohol and other drugs.
- Explain how decisions about alcohol use will impact relationships with friends and family.

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Analyze various strategies used in the media that encourage and discourage the use of alcohol and tobacco.

Demonstrate verbal and non-verbal ways to refuse alcohol.

Physical Education

Demonstrates competency in a variety of motor skills and movement patterns.

Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Exhibits responsible personal and social behavior that respects self and others.

Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Actively engages in physical education with an appropriate level of effort.

Spanish

Cultural Understanding

Standards Taught:

Practices and Perspectives: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Products and Perspectives: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Knowledge: Students reinforce and further their kn

Comparing Languages: Students demonstrate undertan

Comparing Cultures: Students demonstrate understand

Listening

Standards Taught:

I can understand simple questions about my daily routine / free time activities.

I can understand a simple transaction between a customer and a sales clerk.

I can understand some food items.

I can understand people talking about their homes.

Speaking

Standards Taught:

I can describe what someone is wearing.

I can state my favorite foods and drinks and those I don't like.

I can tell someone the time of an event.

I can talk about my house.

Reading

Standards Taught:

I can understand a description of clothing items (to make appropriate purchase).

I can identify some menu items.

I can identify the times/activities from a daily schedule.

I can understand basic information from a real estate ad.

Writing

Standards Taught:

I can label clothing items from a picture.

I can write a shopping list.

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I can label activities and their times in my daily schedule.

I can label furniture in a house.

Student engagement and/or participation

Character: Respect, Responsibility, Kindness

Arts

Creating

Standards Taught:

Brainstorm multiple approaches to a creative art or design problem.

Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.

Explore and invent art-making techniques and approaches.

When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.

Document, describe, and represent regional constructed environments.

Revise artwork in progress on the basis of insights gained through peer discussion.

Presenting

Standards Taught:

Analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork.

Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats.

Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide.

Responding

Standards Taught:

Compare responses to a work of art before and after working in similar media.

Analyze components in visual imagery that convey messages.

Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.

Apply one set of criteria to evaluate more than one work of art.

Connecting

Standards Taught:

Create works of art that reflect community cultural traditions.

Through observation, infer information about time, place, and culture in which a work of art was created.

Character: Respect, Responsibility, Kindness

Student engagement and/or participation

Music

Connect

Standards Taught:

Demonstrates how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.

Respond

Standards Taught:

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Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural).

Perform

Standards Taught:

When analyzing selected music, read and perform using iconic and/or standard notation.

Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.

Create

Standards Taught:

Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.

Student engagement and/or participation

Character: Respect, Responsibility, Kindness