Nadya Bush, NCESD 2017

Standards at a Glance 4th Grade

Reading

- Refer to details and examples when explaining and drawing inferences
- Determine a theme or main idea of a story/drama/poem from details; summarize the text.
- Describe in depth a character/setting/event
- Explain events/procedures/ideas/concepts in a historical, scientific, or technical text
- Determine the meaning of general academic and domain specific words and phrases
- Major differences between poems/drama/prose
- Compare and contrast the point of view, the difference between first-- and third--person narrations/ firsthand and secondhand account of the same event or topic
- Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- Explain how an author uses reasons and evidence to support particular points in a text.
- 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.
- Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
-

Writing

- Write opinion pieces: introduce the topic clearly, state an opinion, and create an organizational structure, provide reasons with facts and details, linking words and e.g. for instance, in order to, in addition and provide a concluding statement.
- Write informative/explanatory: Introduce a topic, group related information in paragraphs, include formatting (e.g., headings), illustrations, and multimedia, develop the topic with facts, definitions, concrete details, quotations, or other information and examples, link ideas(another, for example, also, because), use precise language and domain-specific vocabulary, provide a concluding statement.
- Write narratives using descriptive details, clear event sequences, establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally, use dialogue and description, use a variety of transitional words, use concrete words and phrases and sensory details to convey experiences and events precisely, provide a conclusion.
- Produce clear/coherent writing in which the development/organization/ style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning/revising/editing/rewriting.
- Use technology/the Internet to produce and publish writing and to interact and collaborate with others.
- Conduct short research projects/ gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism/take notes and categorize information
- Write routinely over extended and shorter time frames

Listening/Speaking

- Participate in collaborative conversations(come prepared having read or studied required material; follow agreed upon rules and carry out assigned roles, pose and respond to questions to clarify or follow up on information/make comment and link to the remarks of others/ review the key ideas and explain their own ideas and understanding
- Paraphrase portions of a text
- Identify the reasons and evidence a speaker provides to support particular points.
- Add audio recordings and visual displays to presentations to enhance the development of main ideas or themes.

Language

- Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where/when/why.
- Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
- Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
- Order adjectives within sentences according to conventional patterns (a small red bag rather than a red small bag).
- Form and use prepositional phrases.
- Produce complete sentences, recognizing and correcting inappropriate fragments/run-ons.*
- Correctly use frequently confused words (e.g., to, too, two; there, their).*

• Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. • Differentiate between formal English and situations where informal discourse is appropriate	• Use correct capitalization/commas and quotation marks to mark direct speech and quotations from a text, use a comma before a coordinating conjunction in a compound sentence. • Spell grade-appropriate words correctly, consulting references as needed. • Figurative language: similes and metaphors, idioms, adages, and proverbs. • Antonyms and synonyms.
Social Studies	**Science**
1.WA- **Exploring the Pacific Northwest Prior to Statehood** Essential Question(s): • What can history teach us about the world today? 2. WA- **Living in Washington: Its Geography, Resources, and the Economy** Essential Question(s): How does geography shape how we live? How do political and economic decisions impact our environment and quality of life? 3. **WA- Being Citizens of Washington** Essential Question(s): What rules and laws do we need? How do the citizens of the state work together to solve problems? How can citizens make a difference?	**Energy Definitions of Energy, Conservation of Energy and Energy Transfer, Relationship Between Energy and Forces, Energy in Chemical Processes and Everyday Life, Natural Resources, Defining Engineering Problems** Construct an explanation relating the speed of an object to the energy of that object, 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, design, test, and refine a device that converts energy from one form to another, to describe that energy and fuels are derived from natural resources and their uses affect the environment. **Waves and Waves Information, Wave Properties, Information technologies and instrumentation, Optimizing the design solution** Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move., Generate and compare multiple solutions that use patterns to transfer information.* **Structure, Function and Information Processing, Electromagnetic radiation, Structure and function, Information processing** Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen. 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.
Math	**ELP Standards**
• Represent verbal statements of multiplication equations • X and : to solve word problems with letter standing for unknown, assess reasonableness of answers using mental computation and estimation including rounding • Find factors for number 1-100,Generate a number or shape pattern that follows a given rule • Read and write multi -digit whole numbers and compare them • X a number up to 4 digits by a 1 digit number, x 2 digit by 2 digit numbers • Compare2 fractions with different numerator and denominator by using a benchmark fraction or by creating common numerators and denominators	• Construct meaning, oral and written claims • Exchange information orally and in writing • Conduct research, evaluate and communicate findings • Analyze and critique the arguments of others • Adapt language to purpose, tasks, and audience • Determine the meaning of words/phrases

• Express a fraction with denominator 10 as an equivalent fraction with denominator 100, 3/10=30/100 • Use decimal notation for fractions with denominators of 10 and 100. Rewrite 0.62=62/100 • Compare two decimals to hundredths, use symbols <,>,= • **Express measurements in a larger unit in terms of a smaller unit 4 ft snake is 48 in, generate a conversion table** • **Use four operations to solve word problems involving distances, time, volume, mass, money, including fractions or decimals** • **Apply area and perimeter formulas for rectangles** • **Solve problems with data sets involving addition and subtraction of fractions by using line plots** • **Concept of angles as two rays share a common endpoint and measure it using a protractor, sketch angles** • Draw point s, lines, line segments, rays, angles, (right, acute, obtuse) and perpendicular and parallel lines. Identify these in 2D figures. Classify 2d figures based on presence or absence of parallel or perpendicular lines or angles • Recognize and identify right triangles	• Clear coherent speech and text