

# Grade 4 Content Standards

Bulleted items are a sample of learning expectations and do not represent the total curriculum. The entire curriculum can be found at [www.bvsd.org](http://www.bvsd.org) or through your child's teacher.

## Language Arts

### Reading

**Standard: Uses knowledge of words to understand text (e.g. word origins, prefixes, suffixes, homophones)**

- identifies the meaning of unfamiliar words using word recognition skills and context clues
- selects appropriate definitions from the dictionary, glossary, or other sources
- uses the pronunciation guide in the dictionary to correctly pronounce unfamiliar words

**Standard: Uses comprehension strategies to construct meaning, summarize, make inferences, identify major ideas/themes, and supporting details**

- identifies essential details, main ideas, and themes in complex text
- identifies sequential order
- draws inferences
- makes connections (to text, world, and self)
- locates and recalls information
- uses text features (e.g. bold print, italics, titles, sub-title, quotations, and underlined words) to comprehend text
- sets a purpose for reading
- adjusts reading rate for purpose, style, audience, and difficulty of text
- consults other sources, asks for help, or questions whether a text makes sense
- provides an accurate written or oral summary or response to a text or message

**Standard: Responds to text by sharing personal connections, interpreting the author's message, evaluating the text, making inferences, drawing conclusions, and expressing an opinion**

- determines author's purpose and point of view
- predicts outcomes, makes inferences, and draws conclusions
- uses reading to define and solve problems
- differentiates between fact and opinion
- reads and follows multi-step directions
- explains or defends one's reaction to a written, spoken, or visual message
- responds to what is read, heard, or seen (e.g. drawing, painting, writing, presentation, rehearsed readings, poetry, dramatics, discussions)
- cites examples from reading to support opinion

**Standard: Responds to text by interpreting, comparing, and contrasting story elements, text themes, and literary techniques**

- uses knowledge of literary techniques to understand and text
- describes setting, plot, character, problem, solution, and theme

### Writing

**Standard: Plans, writes, revises, edits, and publishes a variety of forms that is well-developed, organized, and clear**

- writes for a variety of purposes and audiences using a variety of forms including recount, procedure, explanation, report, narrative, and exposition

#### Organization

- introduces ideas logically, follows a coherent sequence, and concludes satisfactorily
- begins to use transitions to link ideas

#### Content/Ideas

- writing stays focused and includes relevant ideas
- details are used to further ideas
- writing is engaging

### Writing (continued)

#### Style/Fluency

- uses variety in sentence length, structure, and beginning
- uses a mix of general and precise verbs
- uses flashes of striking language
- uses figurative language and clear imagery

#### Language Usage

- uses conventional grammar including nouns, verbs, regular/irregular verbs, adjective, adverbs, pronouns
- uses mechanics appropriately including capitalization, commas, quotation marks, end marks, apostrophes, and abbreviations
- uses correct subject/verb agreement

#### Planning/Revising/Editing

- creates a general and appropriate plan
- revises documents for missing words, incorrect grammar, and incomplete ideas
- edits writing for spelling and punctuation

**Standard: Creates a legible document**

- creates a readable document using cursive with correct and consistent letter formation and spacing between letters and words
- creates a readable document using electronic publishing skills

**Standard: Transfers knowledge of spelling rules and patterns to written work**

- uses spelling strategies and resources during the writing process
- correctly spells all words from Grade 4 "No Excuse" Spelling List in context and in list form
- spells words from spelling journals, spelling lessons, and weekly spelling lists

### Speaking and Listening

**Standard: Shares ideas, offers, advice, opinions, and information; reacts to the contributions of others**

- develops reason and logic by drawing conclusions, making inferences, justifying and explaining statements, asking questions, and seeking confirmation
- contributes to class and group discussions in a clear and respectful manner
- organizes a presentation for a specific audience including a topic, introduction, sequential body, and conclusion

**Standard: Listens critically to others' messages to interpret, evaluate, draw inferences, and make judgments**

- listens to and follows directions
- interprets messages
- expresses opinions, draw conclusions

### Research

**Standard: Locates, selects, and make use of relevant information**

- uses organizational features of printed text and electronic media to locate information
- sorts information as it relates to a specific topic or purpose
- takes notes, outlines, and identifies main ideas in resource materials
- extracts information from a complex graph, chart, table, or text
- gives credit for accessed information by telling or listing sources in bibliography

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### Mathematics

#### **Number Sense Standard: Understands place value of whole numbers and decimals; understands the relationship between whole numbers, fractions, and decimals**

- reads, writes, and orders numerals and number words from zero to 100,000
- recognizes different combinations of currency and coins for a set amount up to \$10.00; counts back change from \$10.00
- understands the relationship between simple fractions and their decimal representations
- understands decimals to the nearest hundredths place
- generates equivalent representation for whole numbers up to 100,000 in standard and expanded form
- applies equalities and inequalities with whole numbers from 0–100,000 using symbols ( $<$ ,  $>$ ,  $=$ )
- compares, orders, and represents decimals of tenths and hundredths and commonly used fractions with like and unlike denominators to represent equivalent forms of the same number

#### **Patterns and Algebra Standard: Uses a variety of methods and tools to represent patterns, show relationships, and make predictions**

- displays and describes number patterns in tables and graphs
- determines a missing element in a pattern
- reproduces, extends, creates, or describes patterns using pictures, geometric shapes or numbers
- understands that a variable is a letter or symbol that stands for one or more numbers
- solves open sentences involving multiplication and division
- demonstrates how the changes in one variable produce a change in another variable
- solves problems using various strategies for making combinations

#### **Probability and Data Analysis Standard: Predicts simple probability situations; collects, organizes, and interprets data**

- organizes, constructs, reads, and interprets a table, line plot, bar graph, surveys, circle graph, Venn diagrams, and/or pictograph from given data
- formulates questions, interprets, and draws conclusions from various displays of data, using the concepts of maximum, minimum, mode, and median
- determines and supports which outcomes are most likely, least likely, or equally when using a chance device
- displays the possible combinations of two or more sets of elements

#### **Geometry Standard: Applies knowledge of geometric objects and coordinate systems to show relationships and solve problems**

- identifies, classifies, and compares two- and three-dimensional shapes and uses vocabulary to describe the attributes (e.g. number of sides, vertices, angles, parallel sides, faces, edges)
- identifies parallel, perpendicular, and intersecting lines
- solves for perimeter and area of rectangles and squares
- understands the basic relationship between plane and solid figures
- locate objects on a coordinate grid (first quadrant) and label ordered pairs
- identifies and gives examples of congruency, mirror, and rotational symmetry
- identifies the transformation that occurs when a figure is translated, reflected, or rotated (e.g. slide, flip, turn)

### Mathematics (continued)

#### **Measurement Standard: Estimates and chooses the appropriate tool to measure length, weight, capacity, and temperature; performs standard unit conversions**

- measures the perimeter and area of squares and rectangles
- computes time intervals and elapsed time; compares and orders various times
- selects and uses the appropriate units and tools for measuring, estimating, and comparing length, weight, capacity, volume, area, perimeter, time, and temperature using standard and metric units

#### **Computation Standard: Uses computation skills to solve problems involving addition, subtraction, multiplication, and division of whole numbers**

- demonstrates proficiency of basic addition, subtraction, multiplication and division facts (0-12)
- uses reasonable estimation techniques before performing basic math operations (e.g. estimation by rounding, compatible numbers, clustering)
- uses a multiplication facts table to locate factors
- adds and subtracts decimals to the tenths and hundredths
- communicates to others how a problem was solved
- demonstrates the four basic operations of whole numbers using paper and pencil, including: addition and subtraction of 4-digit numbers; multiplication of 2- or 3-digit numbers by a 1 digit number; division of 2- and 3- digit numbers by a 1 digit divisor

### Science

#### **Scientific Process and Inquiry Standard: Applies scientific processes in investigations**

- asks questions about a scientific investigation
- presents orally or in writing scientific information
- uses observable/existing data to construct a reasonable explanation
- follows most proper lab and safety procedures

#### **Physical Science Standard: Demonstrates understanding of the effect of magnetic force and the transformation of energy**

- explains the water cycle in terms of evaporation, condensation, and precipitation
- explains the properties of water
- demonstrates the forces of attraction and repulsion via magnets
- distinguishes between conducting and insulating materials
- constructs and describes open, closed, parallel, and series circuits

#### **Life Science Standard: Describes the interactions of different organisms and their environment**

- traces the flow of energy through a food chain
- explains the diversity and interrelationships of organisms and the environment
- compares and contrasts the life cycles of different organisms
- describes the human digestive and circulatory systems

#### **Earth Science Standard: Investigates the water cycle and weather patterns**

- makes instruments to collect and record weather data
- compares and contrasts weather patterns in different parts of the world

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### Social Studies

#### History Standard: Explains cause and effect in history Age of Exploration

- describes the impact of technology on the age of exploration
- explains who came, why they came, and who went back
- compares and contrasts different points of view that created conflict between different cultures

#### North American Settlements and Early Colonization

- describes conditions that caused diverse people to leave their homelands for a new world
- describes settlements that developed, problems the people faced in these settlements and how they interacted with native cultures
- compares and contrasts major colonial regions

#### North American Colonial Lifestyles and Conflict

- describes how colonists covered their basic needs and how needs changed over time
- describes the cause of the French and Indian War, who was involved, and its impact on the colonies

#### American Revolution and Independence

- explains the response of the colonies to taxation without representation
- names significant individuals, groups, and events and their importance during this period
- explains British and colonists' point of view toward independence
- describes the outcomes of the war

#### Geography Standard: Describes and uses geographic data, physical, and human characteristics to increase understanding

- uses maps and atlases as sources of information
- identifies the four hemispheres
- understands symbols, legends, and geographic terms
- determines directions and distances on maps and globes
- locates places on maps and globes

#### Civics Standard: Explains government in terms of roles, rights, and responsibilities

- explains what government is, what it does and why it is needed
- explains power, authority, and what limits authority
- explains why we have laws and rules and what rights and responsibilities citizens have
- describes a constitution
- describes a democracy

#### Economics Standard: Explains the economic impact of consumption and production; supply and demand; and trade and exchange

- describes the economic reasons for exploration/exportation
- defines good; service; opportunity cost; scarcity; economic incentive; barter; and medium of exchange
- describes four economic systems (planned, market, traditional and mixed)
- explains the roles of consumers and producers

### Music

#### Standard: Sings or plays instruments

- performs a piece of music following conductor's cues for expressive elements; performs with appropriate technique
- sings or plays simple melodic and rhythmic patterns with a steady beat and musical accuracy
- sings simple descants and harmonies

### Music (continued)

#### Standard: Reads and notates music

- reads, notates, and performs rhythm patterns using quarter notes, quarter rest, half note, half rest, whole note, whole rest, dotted half note, paired eighth notes, and eighth rest
- notates and performs a 2 measure pattern when given a dictated rhythmic pattern in duple/triple meter
- demonstrates the use of introduction, interlude and coda, D.C., D.S., repeat sign, first and second endings
- names the notes of a musical example using letter names (A-G)

#### Standard: Relates music to various historical and cultural traditions

- compares and contrasts characteristics of different works to identify genres and historical periods
- identifies individual instruments and their families
- uses music terms in describing music and music performances

### Physical Education

#### Standard: Demonstrates skills and applies concepts to perform a variety of physical activities

- repeatedly jumps a self-turned rope
- jumps for height and distance, landing with proper body alignment
- strikes a ball with a bat or racquet using proper body alignment and grip techniques
- develops patterns and combinations of movements into repeatable sequences

#### Standard: Demonstrates the components of health related physical fitness

- demonstrates activities that develop muscular strength, endurance, flexibility, and aerobic sequences (e.g. sports-related, aerobic, jump rope)

#### Standard: Demonstrates knowledge of physical fitness concepts and the benefits of an active, healthy lifestyle

- identifies basic fitness principles: frequency, intensity, time, and type of physical activity

#### Standard: Demonstrates safe, responsible behavior in physical education settings

- exhibits consideration for and cooperation with classmates and teachers
- works safely and productively during activity time

### Visual Arts

#### Standard: Recognizes and uses the visual arts as a form of communication

- uses appropriate art vocabulary to compare and contrast different styles of art to enhance visual communication

#### Standard: Knows and applies elements of art, principles of design, and sensory and expressive features of visual arts

- uses and controls value in a variety of media

#### Standard: Knows and applies visual arts materials, tools, techniques, processes and technology

- uses art materials and tools in a safe and responsible manner
- uses nontraditional materials (such as magazines, found objects) to create a unified, cohesive, well-made work of art

#### Standard: Relates the visual arts to various historical and cultural traditions

- identifies the artist's name, country of origin, time period, and style
- creates art work which mimics various aspects of historical art work

#### Standard: Analyzes and evaluates the characteristics, merits, and meanings of works of art

- makes and supports opinions about the work with proper vocabulary