

Learning Outcomes: Grade Four
December 2019

Writer's Workshop-

W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. Use commas and quotation marks to mark direct speech and quotations from a text. Use a comma before a coordinating conjunction in a compound sentence.

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Reader's Workshop-

Read Aloud:

RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.2 Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. (RI&RL)

RL.4.3. 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).

RL.4.9. 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.

R.F.4: Read grade-level text with sufficient accuracy and fluency to support comprehension

RL.4.6: In literary texts, compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (RL)

Shared Readings:

RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RI.4.5 In informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution.

Math-

4.NBT.5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

4.OA.4. Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.

4.NF.1. 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.

4.NF.2. 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.

Social Studies- **Thirteen Colonies:**

NYS Social Studies Standard 1: History of the United States and New York

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

NYS Social Studies Standard 3: Geography

Students will use a variety of intellectual skills to demonstrate their understanding of the

geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.

NYS Social Studies Standard 4: Economics

Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and non market mechanisms.

Science-

How do we use electricity?

Observe, describe, and investigate the evidence of energy transfer in electrical circuits:

• Simple circuits • Open and closed circuits • Switches **PS 4.1a,b**

PS 4.1c,d,e Construct and diagram an electrical circuit. **PS 4.1e** Identify conductors and insulators in an electrical circuit.

PS 4.1c Compare the electrical and magnetic properties of different materials. **PS 3.1c,e,f**

Investigate properties of magnets, including: • Magnets attract or repel certain objects • Magnets attract or repel each other • Magnetic forces can operate on objects across distances and through materials • A magnetic field is produced

PS5.1e PS5.2a,b Explore the interaction of electricity and magnetism to create an electromagnet.

PS 4.1d Describe how electricity can be helpful or harmful to people (safety). **PS 4.1g**

Technology

CCSS.ELA-Literacy. W.4.6

With guidance and support from adults, use technology including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Academic Vocabulary Words

Defend

Conclude

Assembly

We encourage your child to use these words as much as possible at home to reinforce and build their vocabulary skills.