

Learning Outcomes: Grade Four
February 2020

Writer's Workshop-

W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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 Recall relevant information from experiences or gather relevant information from multiple sources; take notes and categorize information, and provide a list of sources.

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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 of a story, drama, or poem from details in the text; summarize the text.

RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

RL.4.7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

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.

Shared Readings:

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.6 In informational texts, compare and contrast a primary and secondary source on the same event or topic.

RI.4.7. 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.

Math-

4.MD.2. 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.

4.MD.4. Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots.

4.NF.1. Explain why a fraction $\frac{a}{b}$ is equivalent to a fraction $\frac{n \times a}{n \times b}$ 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.5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.

4.NF.6. Use decimal notation for fractions with denominators 10 or 100.

4.NF.7. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$ or $<$, and justify the conclusions, e.g., by using a visual model.

Social Studies-

The Challenge of Independence:

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 5: Civics, Citizenship, and Government

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Science-

Properties of water:

Observe, describe, and explore the physical properties of water: **PS 3.1a,b,c,d,e**

- Color, texture, odor, sound
- Changes in shape
- Changes in the amount of space occupied (compare using containers of different shapes and sizes).
- Volume, mass (weight)

Explore how different factors affect evaporation. **PS 2.1c PS 3.2a,b,c LE 6.2c**

Describe the Water Cycle. **PS 2.1c LE 6.2c** Science Lab:

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

Approximate

Represent

Cycle

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