

## **Learning Outcomes: Grade Four**

**November 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.

4W6: Conduct research to answer questions, including self-generated questions, and to build knowledge through investigating multiple aspects of a topic.

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.4.10. 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.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### **Reader's Workshop-**

#### **Read Aloud:**

4R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)

4R2: Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. (RI&RL)

4R3: In literary texts, describe a character, setting, or event, drawing on specific details in the text. (RL)

4R9: Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations. (RI&RL)

4RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension

#### **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.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.

4R9: Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations. (RI&RL)

### **Math-**

**4.OA.1.** 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.

**4.OA.2.** 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.<sup>1</sup>

**4.OA.3.** 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.

**4.NBT.6.** Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

### **Social Studies-**

#### **Early New York City:**

### **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 2: World History**

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

### **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-**

#### **What happens to living things when their environments change?**

Recognize that individual variations within a species may cause certain individuals to have an advantage in surviving and reproducing. **LE 3.2a,b**

Describe how the health, growth, and development of organisms are affected by environmental conditions such as availability of food, water, air, space, shelter, heat, and sunlight. **LE 5.2g**

Understand that their senses help animals survive. **LE 5.2c**

Observe that when the environment changes, some plants and animals survive and reproduce, while others die or move to new locations. **LE 6.1f**

Describe the way that humans:

- Depend on their natural and constructed environment.
- Have changed their environment over time. **LE 7.1a,b**

Identify examples where human activity has had a beneficial or harmful effect on other organisms (e.g., deforestation). **LE 7.1b,c**

#### **Science Lab-**

Recognize that individual variations within a species may cause certain individuals to have an advantage in surviving and reproducing. **LE 3.2a,b**

Describe how the health, growth, and development of organisms are affected by environmental conditions such as availability of food, water, air, space, shelter, heat, and sunlight. **LE 5.2g**

Conduct a simple controlled experiment. **S2.3.b**

Use appropriate safety procedures **S2.3.a**

### **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.

### **ELA**

RF.4.3- Know and apply grade level phonics and word analysis skills in decoding words.

L.4.1A- Demonstrate command of conventions of standard English grammar and usage when writing or speaking.

### **Academic Vocabulary Words**

#### **Resource**

#### **Variation**

**Evaluate**

**Decompose**

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