

Learning Outcomes: Grade Four
October 2019

Writer's Workshop-

W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

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.4.10. 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.

L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).

Reader's Workshop-

Read Aloud:

RL.4.2 Determine a theme or central idea of a text and explain how it is supported by key details: summarize a text.

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.4.4. 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.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

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.

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

Shared Readings:

RI.4.3 In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text.

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.

4R8. Explain how claims in a text are supported by relevant reasons and evidence.

ELA SCANTRON ASSESSMENT

Math-

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.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.
ACUITY Math Baseline ASSESSMENT

Social Studies-

NY's First People:

NYS Social Studies Learning Standards

4.1a Physical and thematic maps can be used to explore New York's diverse geography.

4.1b New York State can be represented using a political map that shows cities, capitals, and boundaries.

4.2a Geographic factors often influenced locations of early settlements. People made use of the resources and the lands around them to meet their basic needs of food, clothing, and shelter.

4.2b Native American groups developed specific patterns of organization and governance to manage their societies

4.2c Each Native American group developed a unique way of life with a shared set of customs, beliefs and values.

Science-

What roles do plants and animals play in their environment?

Classify populations of organisms as producers, consumers, or decomposers

by the role they serve in the ecosystem (food chains and food web). **LE 6.1a-d**

Explore how plants manufacture food by utilizing air, water, and energy from the sun. **LE 6.2a,b**

Understand that food supplies energy and materials necessary for growth and repair. **LE 4.2b**

Identify populations within a community that are in competition with one another for resources. **LE 6.1e**

Academic Vocabulary Words

Remainder

Variable

Expression

circuit

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