



What a student knows or is able to do by the end of

## **4<sup>th</sup> Grade**















### Reading

- 📖 Acquires and uses grade level specific academic vocabulary related to topics of study. **(L.6)**
- 📖 Uses combined knowledge of phonics and word analysis skills (i.e. prefixes and suffixes and root words) to accurately read unfamiliar words in and out of context. **(RF.3)**
- 📖 Reads grade level text fluently and accurately (130-140 correct words per minute) with appropriate expression to support comprehension. **(RF.4)**
- 📖 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **(RI.1)**
- 📖 Determine the main idea of a text and explain how it is supported by key details; summarize the text. **(RI.2)**
- 📖 Interprets information presented in varying formats (e.g. graphs, pictures, diagrams, media clips) and explain how the information contributes to understanding the text. **(RI.7)**
- 📖 Explain how an author uses reasons and evidence to support particular points in a text. **(RI.8)**
- 📖 Determine the theme of a story, drama or poem from the details in the text. **(RL.2)**





### Writing

- ✍️ Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. **\*(L.2)**
- ✍️ Spell grade-appropriate words correctly, consulting references as needed. **(L.2)**
- ✍️ Introduce a topic or text clearly, state an opinion, and create an organizational structure (including conclusion) in which related ideas are grouped to support the writer's purpose. **(W.1)**
- ✍️ Writes informative/explanatory texts to examine a topic using precise language and domain-specific vocabulary to inform or explain. **(W.2)**
- ✍️ Writes narratives using concrete words and phrases and sensory details to convey experiences, providing a logical sequence and conclusion. **(W.3)**
- ✍️ Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. **(W.4)**
- ✍️ Conduct short research projects that build knowledge through investigation of different aspects of a topic. **(W.7)**
- ✍️ Takes and categorizes notes from digital/print sources and provides a list of sources. **(W.8)**
- ✍️ Draws evidence from literary or informational texts to support written analysis, reflection, and research. **(W.9)**




## Math

-  Uses place value to round multi-digit whole numbers to any place. **(NBT.3)**
-  Fluently adds multi-digit numbers using the standard algorithm. **(NBT.4)**
-  Fluently subtracts multi-digit numbers using the standard algorithm. **(NBT.4)**
-  Fluently multiplies 1-digit by 4-digit and 2-digit by 2-digit numbers using written strategies. **(NBT.5)**
-  Solves multi-step word problems with whole numbers using the four operations. **(MD.2)**
-  Converts units within one system of measurement. **(MD.1)**
-  Applies area and perimeter formulas to solve real world problems. **(MD.3)**
-  Adds and subtracts fractions with like denominators. **(NF.3c)**
-  Multiplies fractions by whole numbers. **(NF.4)**
-  Compares and orders fractions including equivalent fractions. **(NF.1)**
-  Relates fractions to decimals to the hundredths. **(NF.6)**
-  Draws and identifies points, lines, segments, rays and angles (right, acute, obtuse). **(G.1)**
-  Classifies shapes by the properties of angles and sides. **(G.2)**
-  Fluently divides 4-digit by 1-digit numbers using written strategies. **(NBT.6)**






## Science Units (Content Knowledge and Science Inquiry Process)

-  Just how smart are animals?
-  How do we relate to nature?
-  When do harmless things become harmful?
-  What does it take to explore space?

## Social Skills

-  Follows behavior expectations.
-  Cooperates and collaborates with peers.
-  Listens and responds appropriately to directions.

## Social Studies Units (Content Knowledge and Social Studies Inquiry)

-  How important are traditions?
-  Why learn about other places?
-  Why do we seek treasure?
-  What is worth protecting?
-  Oregon History

## Speak, Listen, Vocabulary

- Pose and respond to specific questions about a topic or text to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. **(SL.1)**
- Paraphrases a text read aloud or information presented in various formats. **(SL.2)**
- Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. **(SL.4)**

## Study Skills

- ✓ Actively participates in class.
- ✓ Perseveres with challenges.
- ✓ Completes work on time.
- ✓ Effective use of class time.
- ✓ Works independently.
- ✓ Strives to produce best work.

## Music

- ♪ Sings partner songs.
- ♪ Plays two chords on a stringed instrument (I, V/V7)
- ♪ Plays a part with each hand on keyboard.
- ♪ Plays two songs on recorder.
- ♪ Reads treble clef pitches in music notation.
- ♪ Participates safely, respectfully and responsibly.

## P.E.

- 🏃 Throws
- 🏃 Catches
- 🏃 Dribbles with right and left foot
- 🏃 Demonstrates improvements in performance of a new motor skill when given feedback and practice time.
- 🏃 Identifies changes in his/her body before, during and after moderate to vigorous exercise (e.g. perspiration, increased heart and breathing rates).
- 🏃 Participates safely, respectfully and responsibly.

## Fourth Grade know-by-heart words

become	feel	hundred	surface	warm
grow	fire	ten	river	gone
draw	ready	fast	common	finally
yet	green	felt	stop	summer
less	yes	kept	am	understand
wind	built	notice	talk	moon
behind	special	can't	whether	animals
cannot	ran	strong	fine	mind
letter	full	voice	round	outside
among	town	probably	dark	power
able	complete	area	past	problem
dog	oh	horse	ball	longer
shown	person	matter	girl	winter
mean	hot	stand	road	deep
English	anything	box	blue	heavy
rest	hold	start	instead	carefully
perhaps	state	that's	either	follow
certain	list	class	held	beautiful
six	stood	piece	already	everyone

leave  
everything  
game  
system  
sat  
possible  
heart  
real  
simple  
snow  
rain  
suddenly  
easy  
leaves  
lay

bring  
watch  
shell  
dry  
size  
wild  
weather  
miss  
pattern  
sky  
walked  
main  
someone  
center  
field

within  
floor  
ice  
ship  
stay  
itself  
boat  
question  
wide  
least  
tiny  
hour  
happened  
foot  
care

themselves  
begin  
fact  
third  
low  
else  
gold  
build  
glass  
rock  
tall  
alone  
bottom  
check  
reading

quite  
carry  
distance  
although  
fall  
poor  
map  
friend  
language  
job