

WSFCS English/Language Arts Standards for Fourth Grade

First Quarter Expectations	Second Quarter Expectations	Third Quarter Expectations	Fourth Quarter Expectations
<p>*Reading:</p> <ul style="list-style-type: none"> • Uses word identification strategies appropriately and automatically when encountering unknown words • Increases reading and writing vocabulary through wide reading and word study • Reads and comprehends grade level text • Uses word reference materials (e.g., glossary, dictionary, thesaurus, online resource tools) to identify and comprehend unknown words • Reads independently daily from self-selected materials (consistent with the student's independent reading level) • Uses strategies to comprehend text and clarify meaning of vocabulary • Reads a variety of texts including fiction (legends, novels, science fiction), and nonfiction (autobiographies, informational books, journals), • Makes inferences, draws conclusions, and generalizations • Considers a situation or problem from different characters' points of view 	<p>*Reading:</p> <ul style="list-style-type: none"> • Reads grade level text fluently • Infers word meanings from taught roots, prefixes and suffixes to decode words in text to assist comprehension • Increases reading and writing vocabulary through the knowledge of multiple meanings, seminars, and book clubs • Comprehends and analyzes grade level text • Reads independently daily from self-selected materials (consistent with the student's independent reading level) • Uses strategies to comprehend text and clarify meaning of vocabulary • Reads a variety of texts including fiction, nonfiction, poetry (haiku), plays and skits • Summarizes major points from fiction and nonfiction texts to clarify and retain information and ideas • Evaluates the impact of authors' word choice and context • Identifies and examines characters' motives 	<p>*Reading:</p> <ul style="list-style-type: none"> • Reads grade level text fluently • Reads independently daily from self-selected materials (consistent with the student's independent reading level) • Uses strategies to comprehend text and clarify meaning of vocabulary (e.g., reread the text, consult other sources, ask for help, paraphrase, and question) • Comprehends and analyzes grade level text • Verifies the meaning or accuracy of the author's statement(s) by referencing the text or other resources • Compares differences among genres • Reads independently daily from self-selected materials (consistent with the student's independent reading level) • Makes inferences and draws conclusions about characters and events • Examines characters, events, and plots within and between selections 	<p>*Reading:</p> <ul style="list-style-type: none"> • Reads grade level text fluently • Reads independently daily from self-selected materials (consistent with the student's independent reading level) • Uses strategies to comprehend text and clarifies meaning of vocabulary (e.g., reread the text, consult other sources, ask for help, paraphrase, and question) • Comprehends grade level text • Reads independently daily from self-selected materials (consistent with the student's independent reading level) • Makes informed judgments about television, and video/film productions • Integrates information from one or more sources to expand understanding of text including graphs, charts and/or maps • Conducts research for assigned projects or self selected projects (with assistance) from a variety of sources through the use of technological and informal tools (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks)

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<p>*Language Arts:</p> <ul style="list-style-type: none"> • Participates in all phases of the writing process and selects a variety of compositions for publication • Uses planning strategies to generate topics and organize ideas (e.g., brainstorming, mapping, webbing, reading, discussion) • Composes a draft that conveys major ideas and maintains focus on the topic with specific, relevant, supporting details by using preliminary plans • Composes fiction, nonfiction, poetry, and drama using self-selected and assigned topics and forms (e.g., personal and imaginative narratives, research reports, diaries, journals, logs, rules, instructions) • Uses correct capitalization and punctuation • Uses correct subject/verb agreement • Proofreads to correct spelling errors 	<p>*Language Arts:</p> <ul style="list-style-type: none"> • Participates in all phases of the writing process and selects a variety of compositions for publication • Focuses revisions on a specific element such as word choice, sequence of events and ideas, transitional words and sentence patterns • Demonstrates understanding in speaking and writing by appropriate usage of pronouns, verb consistency and subject consistency • Elaborates information and ideas in writing and speaking by using simple and compound sentence • Uses visual (orthography) and meaning-based strategies as primary sources for correct spelling • Uses established criteria to edit for language conventions and format 	<p>*Language Arts:</p> <ul style="list-style-type: none"> • Participates in all phases of the writing process and selects a variety of compositions for publication • Produces work that follows the conventions of particular genres (e.g., personal and imaginative narratives, research reports, learning logs, letters of request, letters of complaint) • Composes fiction, nonfiction, poetry, and drama using self-selected and assigned topics and forms (e.g., personal and imaginative narratives, research reports, diaries, journals, logs, rules, instructions) • Elaborates information and ideas in writing and speaking by using regular and irregular verbs, adverbs, and prepositions • Creates readable documents 	<p>*Language Arts:</p> <ul style="list-style-type: none"> • Creates readable documents through legible handwriting and word processing • Participates in all phases of the writing process and selects a variety of compositions for publication • Composes multiple paragraphs with topic sentences, specific, relevant details, logical progression and movement of ideas, coherence, elaboration and a concluding statement related to the topic • Demonstrates evidence of language cohesion by using a logical sequence for fiction and nonfiction retells, time order sequence of events, and sustaining conversations on a topic • Composes fiction, nonfiction, poetry, and drama using self-selected and assigned topics

WSFCS Mathematics Standards for Fourth Grade

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<p>*Mathematics: <u>Number & Operations</u></p> <ul style="list-style-type: none"> • Develops number sense for whole numbers through 99,999 <ol style="list-style-type: none"> 1. Connects model, number word, and number using a variety of representations 2. Builds understanding of place value through ten thousands 3. Compares and orders 4. Makes estimates of whole numbers in appropriate situations • Develops fluency with multiplication: <ol style="list-style-type: none"> 1. Performs two-digit by two-digit multiplication 2. Uses multiple strategies 3. Estimates products in appropriate situations • Solves problems using multiple strategies and mental computation, estimation, calculators, computers, and paper and pencil <p><u>Geometry</u></p> <ul style="list-style-type: none"> • Uses coordinate plane to graph <p><u>Data Analysis & Probability</u></p> <ul style="list-style-type: none"> • Collects, organizes, analyzes, and displays data (including line graphs and bar graphs) to solve problems • Uses median, mode, and range to show how data can be distributed • Compares two sets of related data 	<p>*Mathematics: <u>Number & Operations</u></p> <ul style="list-style-type: none"> • Develops fluency with division: <ol style="list-style-type: none"> 1. Performs up to three-digit by two-digit division 2. Uses multiple strategies 3. Estimates quotients in appropriate situations • Solves problems using multiple strategies and mental computation, estimation, calculators, computers, and paper and pencil <p><u>Algebra</u></p> <ul style="list-style-type: none"> • Translates among the different representations of number relationships <ol style="list-style-type: none"> 1. Symbols 2. Numerical 3. Verbal 4. Pictures • Proves number relationships using: <ol style="list-style-type: none"> 1. Models, words, and numbers 2. Order of operations and properties of numbers <p><u>Measurement</u></p> <ul style="list-style-type: none"> • Develops strategies to find area of rectangles and perimeter of plane figures • Solves problems involving area of rectangles and perimeter of plane figures 	<p>*Mathematics: <u>Number & Operations</u></p> <ul style="list-style-type: none"> • Develops number sense for fractions <ol style="list-style-type: none"> 1. Connects model, number word, and number using a variety of representations 2. Compares and orders 3. Makes estimates of fractions in appropriate situations • Uses models, diagrams, and reasoning about fractions and relationships for problem solving: <ol style="list-style-type: none"> 1. Halves, fourths, eighths; 2. Thirds, sixths, twelfths; 3. Fifths, tenths; 4. Mixed numbers • Develops fluency with adding and subtracting fractions with like denominators <ol style="list-style-type: none"> 1. Develops strategies 2. Judges reasonableness of problem solutions • Develops number sense for decimals through hundredths <ol style="list-style-type: none"> 1. Connects model, number word, and number using a variety of representations 2. Builds understanding of place value 3. Compares and orders 4. Makes estimates of decimals in appropriate situations • Develops fluency with adding and subtracting decimals <ol style="list-style-type: none"> 1. Develops strategies 2. Estimates sums and differences 3. Judges reasonableness of problem solutions • Solves problems using multiple strategies and mental computation, estimation, calculators, computers, and paper and pencil 	<p>*Mathematics: <u>Number & Operations</u></p> <ul style="list-style-type: none"> • Develops fluency with adding and subtracting decimals • Solves problems using multiple strategies and mental computation, estimation, calculators, computers, and paper and pencil <p><u>Data Analysis & Probability</u></p> <ul style="list-style-type: none"> • Designs experiments • Lists all possible outcomes • Lists probability of outcomes occurring <p><u>Algebra</u></p> <ul style="list-style-type: none"> • Identifies, describes, and generalizes number relationships when: <ol style="list-style-type: none"> 1. Quantities change proportionally 2. Change in one quantity is related to change in a second quantity • Prove number relationships using: <ol style="list-style-type: none"> 1. Models, words, and numbers 2. Order of operations and properties of numbers <p><u>Geometry</u></p> <ul style="list-style-type: none"> • Describes relative position of lines using parallelism and perpendicularity • Identifies, predicts, and describes transformations of plane figures <ol style="list-style-type: none"> 1. Reflections 2. Translations 3. Rotations

WSFCS Science Essential Standards for Fourth Grade

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<p>*Science: Explains the causes of day and night and phases of the moon</p> <ul style="list-style-type: none"> • Explains the cause of day and night based on the rotation of Earth on its axis • Explains the monthly changes in the appearance of the moon, based on the moon’s orbit around the Earth <p>Understands the use of fossils and changes in the surface of the earth as evidence of the history of Earth and its changing life forms</p> <ul style="list-style-type: none"> • Compares fossils (including molds, casts, and preserved parts of plants and animals) to one another and to living organisms • Infers ideas about Earth’s early environments from fossils of plants and animals that lived long ago • Gives examples of how the surface of the earth changes due to slow processes such as erosion and weathering, and rapid processes such as landslides, volcanic eruptions, and earthquakes 	<p>*Science: Understands the effects of environmental changes, adaptations and behaviors that enable animals (including humans) to survive in changing habitats</p> <ul style="list-style-type: none"> • Gives examples of changes in an organism’s environment that are beneficial to it and some that are harmful • Explains how animals meet their needs by using behaviors in response to information received from the environment • Explains how humans can adapt their behavior to live in changing habitats (e.g., recycling wastes, establishing rain gardens, planting trees and shrubs to prevent flooding and erosion) • Explains how differences among animals of the same population sometimes give individuals an advantage in surviving and reproducing in changing habitats <p>Understands food and the benefits of vitamins, minerals and exercise</p> <ul style="list-style-type: none"> • Classifies substances as food or non-food items based on their ability to provide energy and materials for survival, growth and repair of the body • Explains the role of vitamins, minerals and exercise in maintaining a healthy body 	<p>* Science: Explains how various forces affect the motion of an object</p> <ul style="list-style-type: none"> • Explains how magnets interact with all things made of iron and with other magnets to produce motion without touching them • Explains how electrically charged objects push or pull on other electrically charged objects and produce motion <p>Recognizes that energy takes various forms that may be grouped based on their interaction with matter</p> <ul style="list-style-type: none"> • Recognizes the basic forms of energy (light, sound, heat, electrical, and magnetic) as the ability to cause motion or create change • Recognizes that light travels in a straight line until it strikes an object or travels from one medium to another, and that light can be reflected, refracted, and absorbed 	<p>* Science: Understands the composition and properties of matter before and after they undergo a change or interaction</p> <ul style="list-style-type: none"> • Compares the physical properties of samples of matter: (strength, hardness, flexibility, ability to conduct heat, ability to conduct electricity, ability to be attracted by magnets, reactions to water and fire) • Explains how minerals are identified using tests for the physical properties of hardness, color, luster, cleavage and streak • Classifies rocks as metamorphic, sedimentary or igneous based on their composition, how they are formed and the processes that create them

WSFCS Social Studies Essential Standards for Fourth Grade

First Quarter Expectations	Second Quarter Expectations	Third Quarter Expectations	Fourth Quarter Expectations
<p>*Social Studies: Understands the development, structure and function of North Carolina’s government</p> <ul style="list-style-type: none"> Summarizes the key principles and revisions of the North Carolina Constitution Compares the roles and responsibilities of state elected leaders Explains the influence of the colonial history of North Carolina on the governing documents of our state Compares North Carolina’s government with local governments <p>Analyzes the North Carolina Constitution</p> <ul style="list-style-type: none"> Analyzes the preamble and articles of the North Carolina Constitution in terms of rights and responsibilities Gives examples of rights and responsibilities of citizens according to North Carolina Constitution Differentiates between rights and responsibilities reflected in the North Carolina Constitution 	<p>*Social Studies: Analyzes the chronology of key historical events in North Carolina history</p> <ul style="list-style-type: none"> Summarizes the change in cultures, everyday life and status of indigenous American Indian groups in NC before and after European exploration Explains how and why North Carolina was established Explains how people, events and developments brought about changes to communities in various regions of N.C. Analyzes North Carolina’s role in major conflicts and wars from the Pre-colonial period through Reconstruction <p>Understands the impact of various cultural groups on North Carolina</p> <ul style="list-style-type: none"> Explains how the settlement of people from various cultures affected the development of regions in North Carolina (languages, foods, and traditions) Explains how the artistic expression of various groups represents the cultural heritage of North Carolina <p>Understands how notable structures, symbols, and place names are significant to North Carolina</p> <ul style="list-style-type: none"> Explains why important buildings, statues, monuments, and place names are associated with the state's history Explains the historical significance of North Carolina’s state symbols 	<p>*Social Studies: Understands how human, environmental, and technological factors affect the growth and development of North Carolina</p> <ul style="list-style-type: none"> Summarizes changes that have occurred in North Carolina since statehood (population growth, transportation, communication, landscape) Explains the impact that human activity has on the availability of natural resources in North Carolina Gives examples of the interactions of various peoples, places and cultures in terms of adaptation and modification of the environment Explains the impact of technology (communication, transportation, inventions) on North Carolina’s citizens, past and present 	<p>*Social Studies: Understands how a market economy impacts life in North Carolina</p> <ul style="list-style-type: none"> Understands the basic concepts of a market economy: supply, demand, scarcity, productivity, and entrepreneurship Understands how scarcity and choice in a market economy impacts business decisions Analyzes the historical and contemporary role that major North Carolina industries have played in the state, nation, and world Explains the impact of entrepreneurship on the economy of North Carolina <p>Understands the economic factors when making personal choices</p> <ul style="list-style-type: none"> Explains how personal financial decisions such as spending, saving, and paying taxes, can positively and/or negatively affect everyday life Explains how limited personal financial resources affect the choices people make based on their wants and needs

WSFCS Enrichment Areas Throughout the Year for Fourth Grade

<p>*Visual Arts</p> <ul style="list-style-type: none"> • Uses the language of visual arts to communicate effectively by applying critical thinking skills to discuss works of art • Recognizes key contributions of North Carolina artists in art history • Exemplifies connections between visual arts and other disciplines such as math, language arts, science, social studies, and the other arts • Evaluates personal work in progress and at completion through guided questioning • Uses ideas and imagery from the global environment as sources for creating art • Consistently demonstrates an understanding of concepts taught in the classroom • Creates art using a variety of tools, media, and processes safely 	<p>*Music</p> <ul style="list-style-type: none"> • Reads whole, half, dotted half, quarter, and eighth note and quarter rest duration in 2/4, 3/4, and 4/4 meters • Identifies symbols and traditional terms referring to expressive qualities, including dynamics and tempo • Participates in class through singing, moving, classroom activities and the playing of instruments 	<p>*Physical Education/Healthful Living</p> <ul style="list-style-type: none"> • Uses praise and other types of encouragement appropriately • Accepts responsibility for one's own performance without blaming others • Demonstrates an understanding of a simplified version of the Perceived Exertion Scale for determining physical activity while participating in a variety of selected MVPAs • Participates in numerous bouts of moderate to vigorous physical activity (MVPA) for >20 minutes of time during the school day and understands the cumulative effect of physical activity • Understands all five obesity prevention health behaviors • Demonstrates the concept of target heart rate and how to monitor it with and without technology • Understands all five health-related fitness assessments and the associated exercises that develop muscular strength, endurance, and flexibility in a variety of muscle groups • Demonstrates changes in speed with different pathways, levels, and directions in game-like settings • Performs a series of basic square dance steps • Demonstrates the five manipulative skills showing all critical elements with partners, drills and lead-up games • Demonstrates how to throw to a stationary partner, while moving, at varying distances • Demonstrates how to combine manipulative skills with partners and in drills
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