

4th grade Essential Skills 2019-2020



Reading:

1. Use details/examples from the text to explain what it says and what it means (explicit and implicit) in both literature and informational text
2. Explain the theme (main idea) of a story; know how to briefly summarize
3. Use specific details from the text to determine the main idea; summarize the text of both literature and informational text
4. Describe a character, setting or event using details from the story using specific details
5. Explore the meaning of academic and subject-specific words and phrases
6. Analyze a variety of ways information can be demonstrated graphically
7. Read two texts on the same topic and write or speak knowledgeably about that topic
8. Notice how an author's, narrator's or character's point of view can be different from story to story, and recognize and explain 1st and 3rd person
9. Notice how an author's reasons and evidence support their argument

Language:

1. Recognize and use correct grammar and complete sentences
2. Recognize and use correct capitalization, punctuation, and spelling
3. Choose words and phrases for effect and a variety of sentence types

Writing:

1. Write opinion pieces that introduce the topic, give an opinion and organize ideas, give factual and detailed reasons to support an opinion, use linking words, and include a conclusion statement/paragraph
2. Write informative pieces that introduce the topic with organized paragraphs, include headings and illustrations, use facts, details and quotes, use linking words and grade level vocabulary, and include a conclusion statement/paragraph
3. Write narrative pieces about real or imagined experiences that include a situation and narrator/characters, organized events that help the story make sense, develop characters with dialogue, actions, thoughts and feelings, use transitional words, use sensory details, and give an ending to the story
4. With guidance and support, brainstorm, revise and edit to improve organization, word choice, grammar and punctuation, and use technology to collaborate and publish work
5. Write multi-paragraph texts on a variety of topics that are organized and reflect a clear task, purpose and audience
6. Take notes, paraphrase, organize information and record a list of sources for information gathered
7. Write research reports/projects that investigate different parts of a topic
8. Write about literature and informational texts by analyzing, reflecting and researching

Listening and Speaking:

1. Participate in discussions, carrying out assigned roles in small and large groups
2. Paraphrase portions of information presented aloud
3. Plan and deliver a presentation based on a personal experience
4. Speak clearly, in complete sentences, and at an appropriate pace

History/Social Studies:

1. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same
2. Students differentiate between primary and secondary sources
3. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture
4. Students distinguish fact from fiction
5. Students pose relevant questions about events they encounter

Science:

1. Asking questions and defining problems in 3–5 builds on K–2 experiences and progresses to specifying qualitative relationships
2. Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions.
3. Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions



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4. Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used
5. Mathematical and computational thinking in 3–5 builds on K–2 experiences and progresses to extending quantitative measurements to a variety of physical properties and using computation and mathematics to analyze data and compare alternative design solutions
6. Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems
7. Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s)
8. Obtaining, evaluating, and communicating information in 3–5 builds on K–2 experiences and progresses to evaluating the merit and accuracy of ideas and methods