

## LANGUAGE ARTS

### READING

- I. Students apply a variety of reading strategies for word analysis and vocabulary development in narrative and informational text**
  - Use their knowledge of letter sounds to pronounce and blend unknown words
  - Use their knowledge of word structures and relationships while reading to figure out words as they relate to other words
  - Recognize that words and longer pieces of text have associated meanings and concepts.
- II. Students apply a variety of literal comprehension strategies to gain meaning from text**
  - Demonstrate comprehension by identifying answers from text
  - Sequence a series of events from narrative reading selections
  - Follow simple multiple-step written directions
  - Identify the main idea and relevant facts in a detailed reading selection
- III. Students apply a variety of interpretive comprehension strategies to gain meaning from text**
  - Draw logical conclusions/inferences based on prior knowledge and contextual clues
  - Predict events, actions and behaviors using prior knowledge and/or details to comprehend a reading selection
  - Identify cause and effect relationships
  - Identify and analyze the elements of setting, characterization, and plot
- IV. Students apply a variety of evaluative comprehension strategies to gain meaning from text**
  - Identify persuasive elements in a selection
  - Distinguish between fact and opinion

### WRITING

- I. Students will produce multi-paragraph compositions based on experiences and research that have clear topic development**
  - Produce narrative multi-paragraph compositions where all ideas connect to the plot, with an intriguing message using varied and purposeful sentences
- II. Students will write for different audiences and purposes**
  - Write with a strong awareness of audience and purpose through selection of vocabulary, form, length, organization, and style
  - Write with a strong awareness of audience and purpose using figurative language
- III. Students will apply conventions to their writing**
  - Edit writing for conventions
- IV. Students will understand and use the steps of the writing process**
  - Prewriting – Students will record information and ideas as part of prewriting
  - Drafting – Students will draft independently
  - Revising – Students will reread work and seek input when revising
  - Editing and Proofreading – Students will reread work several times when editing
  - Publishing – Students will publish in a wide range of forms and modes

### SPEAKING AND LISTENING

- I. Students will use listening and speaking strategies for different purposes**
  - Use active listening to acquire information, infer meaning, and extend understanding
  - Use strategies to convey a clear main point when using a variety of communication skills
  - Stay focused on a topic, elaborate on experiences and ideas, and ask relevant questions

### MATH

- I. Students will understand the basic meaning of place value for whole numbers**
  - Read and recognize numbers to the hundred millions place (to

999,999,999)

- Demonstrate an understanding of place value to the hundred millions place (to 999,999,999)
- Read and write numbers from word form to standard form and from standard form to word form to the hundred millions place (to 999,999,999)
- Use  $<$ ,  $>$ , and  $=$  to compare 4-digit numbers
- Round numbers to the nearest ten thousand

#### Ia. Students will understand the concept of fractions

- Compare fractions with like denominators
- Write equivalent fractions, reduce fractions to the lowest terms

#### IIf. Students will add, subtract, multiply, and divide whole numbers

- Use rounding to estimate quantities when multiplying
- Add and subtract more than 3-digit numbers with and without regrouping
- Multiply a 2-digit number by a 2-digit number with and without regrouping
- Multiply 3 and 4-digit numbers by a 1-digit number with and without regrouping
- Divide 3 and 4-digit numbers by a 1-digit number with and without remainders
- Compute and count change from \$10

#### IIIb. Students will add and subtract fractions

- Add and subtract fractions with like denominators and reduce to lowest terms (proper fractions only)

#### IIIa. Students will identify and differentiate geometric figures

- Identify quadrilateral, pentagon, hexagon, octagon
- Identify right angle, acute angle, and obtuse angle
- Identify congruent figures, angles, and line segments

#### IIIb. Students will apply properties of geometric figures

- Calculate the area of rectangles and squares using the formula,  $A=1 \times w$
- Analyze solid figures: cube, cylinder, triangular pyramid, and square pyramid (faces, edges, and vertices)

#### IVa. Students will select the appropriate unit of measure

- Identify appropriate customary units of measure within categories (length, weight, capacity, and temperature) What would you use to measure the length of a table? in. ft. mile
- Convert customary measurement units

#### IVb. Students will accurately measure length and time

- Know the number of days in each month
- Tell time to quarter after/quarter until and minutes after/minutes until
- Measure line segments to the nearest  $\frac{1}{4}$  inch

#### Va. Students will read, interpret, and construct charts and graphs

- Read and interpret line, bar, and pictographs
- Construct line, bar, and pictographs

#### Vb. Students will make predictions by applying concepts of probability

- Determine the probability of a single event (roll dice-probability of 6)

#### VIa. Students will solve equations with a missing component

- Solve simple multiplication and division problems with  $n$  as the missing component

#### VIb. Students will continue a pattern

- Continue a numerical pattern (add 1, add 2, add 3, etc.)

### SCIENCE

#### I. Unifying Concepts and Processes

- Know a variety of ways, such as sketches, charts, and graphs, to explain procedures or ideas

#### II. Science as Inquiry

- Understand the use of data to support explanations

- III. **Physical Science**
  - Understand the basic principles of electricity and magnetism
- IV. **Life Science**
  - Know the various structures of plants and animals necessary for growth, survival, and reproduction
- V. **Earth and Space Science**
  - Know the characteristics of soils, rocks, water, and the atmosphere
- VI. **Science and Technology**
  - Understand how to use tools to collect and analyze data
- VII. **Science in Personal and Social Perspectives**
  - Understand the impact of human use and misuse of environmental resources
  - Understand the impact of health living
- VIII. **History and Nature of Science**
  - Understand the contribution of people to science

## **SOCIAL STUDIES**

- I. **Culture**
  - Explore and describe similarities and differences in the ways groups, societies and cultures address similar human needs and concerns
  - Compare ways in which people from different cultures think about and deal with their physical environment
- II. **Time, Continuity, and Change**
- III. **People, Places, and Environments**
  - Locate and distinguish varying landforms and geographical features
  - Use appropriate resources, data sources, and geographical tools such as atlases, data bases, grid systems, charts, and graphs and maps to generate, manipulate, and interpret information
  - Recognize the relationship between environment and the way people live
- IV. **Individual Development and Identity**
  - Analyze a particular event to identify reasons individuals might respond to it in different ways
- V. **Individuals, Groups, and Institutions**
  - Identify and describe examples of tension between an individual's beliefs and government policies
- VI. **Power, Authority, and Governance**
  - Explain conditions, actions and motivations that contribute to conflict and cooperation within and among nations
  - Describe the purpose of government
- VII. **Production, Distribution, and Consumption**
  - Describe how we depend upon workers with specialized jobs and the ways in which they contribute to the production and exchange of goods and services
- VIII. **Science, Technology, and Science**
  - Identify and describe examples in which science and technology have led to changes in the physical environment
- IX. **Global Connections**
  - Give examples of cooperation and interdependence among regions
- X. **Civic Ideals and Practices**
  - Identify examples of actions citizens have taken to influence public policy decisions

# **LEWIS CENTRAL COMMUNITY SCHOOLS**

## **GRADE FOUR**

### **Core Area Learning Expectations**



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