

ENGLISH LANGUAGE ARTS/READING

GRADE FOUR

Fourth grade students independently acquire meaning by expanding communication skills. Students use reading, writing, listening, and speaking to communicate in an organized and clear manner.

WORD ANALYSIS

It is expected that students will:

- ⦿ identify and use knowledge of common Greek- and Latin- derived roots, suffixes, and prefixes to determine the meaning of words in context and to build comprehension
- ⦿ use knowledge of phonics, compound words, and context clues to determine the meaning of unfamiliar words in context and build comprehension
- ⦿ comprehend, build, and extend vocabulary using homophones, synonyms, and antonyms
- ⦿ apply knowledge of high frequency words in text to build fluency and comprehension
- ⦿ apply knowledge of word parts to read silently or aloud fluently
 - use dictionaries and glossaries to determine the meanings and other features of unknown words and derivations of words

READING STRATEGIES

It is expected that students will:

- ⦿ use note taking, outlining, summarizing, and other graphic organizers to organize and understand information from text before, during, and after reading
- ⦿ use before-reading strategies appropriate to text and purpose to improve comprehension: preview text, access prior knowledge, build background knowledge, make predictions, and determine reading rate
- ⦿ select and use self-correcting strategies appropriate to audience and purpose during reading to gain meaning from text
- ⦿ use after-reading strategies appropriate to text and purpose to recall details, restate main ideas, organize information, synthesize text and evaluate text
 - adjust reading rate to suit difficulty and text type

LITERARY TEXT

It is expected that students will:

- ⦿ apply knowledge of character, setting, plot, conflict, and resolution to make inferences and draw conclusions
- ⦿ describe a character's physical and personality traits
- ⦿ describe the motivation behind a character's action
- ⦿ make inferences and draw conclusions about characters
- ⦿ identify theme and/or a lesson learned based on events or a character's actions
- ⦿ explain how an author uses figurative language (simile, metaphor, personification, and alliteration) in text

ENGLISH LANGUAGE ARTS/READING GRADE FOUR (Continued)

- ⊙ compare texts from different cultures and time periods
- ⊙ make and revise predictions about plot, conflict(s), and resolutions based on evidence
- ⊙ use information from reading to answer specific questions
- ⊙ identify words and phrases that reveal tone
 - take an active interest in reading

EXPOSITORY TEXT

It is expected that students will:

- ⊙ identify the purpose of and gain information from titles, text boxes, illustrations, diagrams, graphs, charts, maps, and section headings
- ⊙ identify and explain the use of bold faced, underlined, italicized, and highlighted words
- ⊙ identify words and phrases that reveal tone
- ⊙ identify theme
- ⊙ explain similes, metaphors, and personification
- ⊙ describe sequential and/or chronological order
- ⊙ explain cause and its effect on events and/or relationships
- ⊙ explain a problem and its solution
- ⊙ describe the main idea in a variety expository texts
- ⊙ compare texts from different cultures and time periods
- ⊙ use information to answer specific questions
- ⊙ make connections to self, other text, and/or the world
- ⊙ make predictions and inferences, draw conclusions about texts, and support them with evidence from a variety of sources
- ⊙ distinguish between fact and opinion

EFFECTIVE WRITING

It is expected that students will:

- ⊙ use prewriting strategies to organize ideas for written work
- ⊙ use prewriting strategies to choose, explore, narrow, and plan topics for written compositions
- ⊙ write papers appropriate to audience and purpose that include an introduction, supporting details, transitions, and a conclusion
- ⊙ revise drafts to improve sentence variety and fluency
- ⊙ revise drafts for organization, voice, word choice, details, ideas, audience, and purpose
- ⊙ edit for correct capitalization: initials, abbreviations, cities and states, salutations, and closings
- ⊙ edit for correct punctuation: quotation marks, words in a series, apostrophes, and colons
- ⊙ edit for correct word usage: nouns, pronouns, verbs, adjectives, adverbs, subject/verb agreement, verb tenses, pronoun/antecedent agreement, clauses, and phrases
- ⊙ edit for use of complete sentences and for the elimination of sentence fragments and run-ons
- ⊙ prepare a legible draft and share with others

ENGLISH LANGUAGE ARTS/READING GRADE FOUR (Continued)

TYPES OF WRITING

It is expected that students will:

- ⦿ write multi-paragraph expository papers with a clear focus that include a topic sentence, supporting details, transitions, and a concluding statement
- ⦿ write multiple-paragraph narrative/descriptive papers appropriate to audience and purpose that moves through a sequence of events and includes details to develop the plot, characters, and setting
- ⦿ write responses to literary and expository selections that include supporting details
- ⦿ write persuasive essays and compositions that include a thesis statement and supporting evidence
- ⦿ write organized friendly letters, formal letters, thank you letters, and invitations in an appropriate format for a specific audience and purpose
- ⦿ formulate research questions and write research papers
 - use expanded vocabulary in writing

LISTENING

It is expected that students will:

- ⦿ listen for a variety of purposes: to gain information, to be entertained, to understand directions
- ⦿ listen to identify and evaluate how speaking techniques are used to convey a message
- ⦿ listen to and provide constructive feedback
- ⦿ evaluate constructive feedback
 - follow oral directions to complete a complex task

SPEAKING

It is expected that students will:

- ⦿ select and use appropriate public speaking techniques and apply standard English to communicate ideas
- ⦿ give organized presentations that demonstrate a clear view point, follow a logical sequence, and illustrate information
 - give clear and concise directions to complete a task

MATHEMATICS

GRADE FOUR

Fourth grade students extend their learning of multiplication and division of whole numbers. They solve measurement problems which involve area and perimeter, money notation, and elapsed time. Students expand their understanding of geometry concepts to include symmetry, congruence, and the coordinate plane.

NUMBERS, NUMBER SENSE, AND COMPUTATION

It is expected that students will:

- ⊙ identify and use place value positions of whole numbers to one million
- ⊙ identify fractions and compare fractions with like denominators using models, drawings, and numbers
 - read and write decimals, extending to the thousandths place
- ⊙ add and subtract multi-digit numbers
- ⊙ multiply and divide multi-digit numbers by a one-digit whole number with regrouping, including monetary amounts as decimals
- ⊙ estimate to determine the reasonableness of an answer in mathematical and practical situations
 - describe and use algorithms for addition, subtraction, multiplication, and division
- ⊙ generate and solve addition, subtraction, multiplication, and division problems using whole numbers in practical situations

PATTERNS, FUNCTIONS, AND ALGEBRA

It is expected that students will:

- ⊙ identify, describe, and represent patterns and relationships in the number system including arithmetic and geometric sequences
- ⊙ model, explain, and solve open number sentences involving addition, subtraction, multiplication, and division
- ⊙ select the solution to an equation from a given set of numbers
- ⊙ complete number sentences with the appropriate words and symbols (+, -, x, ÷, >, <, =)
 - analyze, describe, create, and extend patterns using numbers, appropriate tables, and calculators

MEASUREMENT

It is expected that students will:

- ⊙ estimate and convert units of measure for length, area, and weight within the same measurement system (customary and metric)
- ⊙ measure length, area, temperature, and weight to a required degree of accuracy in customary and metric systems
- ⊙ determine totals for monetary amounts in practical situations
- ⊙ use money notation to add and subtract given monetary amounts
- ⊙ estimate temperature in practical situations

MATHEMATICS GRADE FOUR (Continued)

- ⊙ use A.M. and P. M. appropriately in describing time
- ⊙ recognize the number of weeks in a year, days in a year, and days in a month
- ⊙ use elapsed time in quarter-hour increments, beginning on the quarter-hour, to determine start, end, and elapsed time

SPATIAL RELATIONSHIPS, GEOMETRY, AND LOGIC

It is expected that students will:

- ⊙ identify, draw, and classify angles, including straight, right, obtuse, and acute
- ⊙ identify shapes that are congruent, similar, and/or symmetrical using a variety of methods including transformational motions
- ⊙ identify coordinates for a given point in the first quadrant
- ⊙ locate points of given coordinates on a grid in the first quadrant
- ⊙ identify, describe, and classify two- and three-dimensional figures by relevant properties including the number of vertices, edges, and faces using models
- ⊙ identify, draw, label, and describe points, line segments, rays, and angles
 - describe geometric patterns and relationships
 - use the connectors (and, or, not) to describe the members of a set

DATA ANALYSIS

It is expected that students will:

- ⊙ pose questions that can be used to guide the collection of categorical and numerical data
- ⊙ organize and represent data using a variety of graphical representations including frequency tables and line plots
- ⊙ interpret data and make predictions using frequency tables and line plots
 - collect, organize, display, describe, and interpret simple data to solve problems
 - conduct simple probability experiments using concrete materials
 - represent the results of simple probability experiments as fractions to make predictions about future events
 - apply probability concepts and counting rules
 - solve problems and make predictions based on collected data

PROBLEM SOLVING

It is expected that students will:

- select, modify, develop, apply, and justify strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts.
- ⊙ apply previous experience and strategies to new problem situations
- ⊙ determine an efficient strategy, verify, interpret, and evaluate results with respect to the original problem
- ⊙ try more than one strategy when the first strategy proves to be unproductive

MATHEMATICS GRADE FOUR (Continued)

- ⊙ generalize solutions and strategies to new problem situations
- ⊙ interpret and solve a variety of mathematical problems by paraphrasing, identifying necessary and extraneous information, and ensuring the answer is reasonable
- ⊙ use technology, including calculators, to investigate and describe relationships such as patterns and functions, to develop mathematical concepts and solve problems

MATHEMATICAL COMMUNICATION

It is expected that students will:

- discuss and exchange ideas about mathematics as a part of learning
- ⊙ use inquiry techniques (discussion, questioning, research, data gathering) to solve mathematical problems
- ⊙ identify and translate key words and phrases that imply mathematical operations
- ⊙ use a variety of methods (physical materials, diagrams, and tables) to represent and communicate mathematical ideas through oral, verbal, and written formats
- use mathematical words, phrases, and symbols to communicate and explain mathematical situations

MATHEMATICAL REASONING

It is expected that students will:

- ⊙ justify and explain the solutions to problems using manipulatives and physical models
- ⊙ use patterns and relationships to analyze mathematical situations and draw logical conclusions about mathematical problems
- ⊙ follow a logical argument and judge its validity
 - ask questions to reflect on, clarify, and extend thinking
- ⊙ review and refine the assumptions and steps used to derive conclusions in mathematical arguments
 - determine relevant, irrelevant, and/or sufficient information to solve mathematical problems

MATHEMATICAL CONNECTIONS

It is expected that students will:

- link new concepts to prior knowledge
- ⊙ use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics
- ⊙ use physical models to explain the relationship of concepts and procedures
- ⊙ apply mathematical thinking and modeling to solve problems that arise in other disciplines, such as rhythm in music and motion in science
 - approach problems with flexibility in a variety of ways within and beyond the field of mathematics
- ⊙ identify, explain, and use mathematics in everyday life

SCIENCE

GRADE FOUR

Fourth-grade students deepen their science observation, record-keeping, and collaborative skills as they explore water, the water cycle, human body systems, and electricity and magnetism. They study the contributions of scientists and experience the process of inventing. Observations and predictions about our Solar System, the Sun, and the Moon are made. Nature and History of Science objectives are embedded throughout the year in the contexts of life, earth, and physical science.

NATURE OF SCIENCE

It is expected that students will:

- ⊙ draw conclusions from scientific evidence
 - generate investigable questions based on observations and interactions with objects, organisms, and phenomena
 - use science notebook entries to develop, communicate, and justify descriptions, explanations, and predictions
- ⊙ make predictions from labeled illustrations and graphic representations of data
 - create and use labeled illustrations, graphs (number lines, frequency charts, bar graphs, pictographs), and charts to convey ideas and record observations
- ⊙ describe and conduct safe investigations with a partner and with a small group
- ⊙ identify, gather, and safely use tools (magnets, thermometer, lens) and materials needed for investigations
- ⊙ compare a model with what it represents (solar system, electrical circuit, human body models)
- ⊙ explain that many people have contributed to scientific knowledge
- ⊙ compare the advantages and disadvantages of using technology (electricity, microscope, telescope)
- identify observable patterns to organize items and make predictions

PHYSICAL SCIENCE

It is expected that students will:

- ⊙ investigate and describe the way that magnets attract and repel each other and certain kinds of other materials
- ⊙ investigate and describe that electrically charged particles can attract or repel other electrically-charged material (static electricity)
- ⊙ describe light in terms of simple properties (color, brightness)
- ⊙ investigate and explain that light is usually associated with heat
- ⊙ describe how heat can move from one object to another by conduction, and some materials conduct heat better than others
- ⊙ investigate, construct, and describe simple electrical circuits
- ⊙ classify materials by their observable physical and chemical properties

SCIENCE GRADE FOUR (Continued)

- investigate and describe the factors that affect processes such as evaporation and condensation
- ⊙ investigate and explain that water can be a liquid or a solid and can go back and forth from one form to another

EARTH SCIENCE

It is expected that students will:

- ⊙ investigate and describe the water cycle, including the role of the sun
- investigate and describe how the earth is nearly spherical and covered with more water than land
- ⊙ investigate and describe how distance affects the brightness of a light source (stars)
- identify the sun as a star
- ⊙ describe how the stars in the sky are not scattered evenly, and they are not all the same in brightness or color
- ⊙ describe how the components of our Solar System (planets, moon, sun), as well as constellations, appear to move through the sky
- explain that stars look small because they are extremely far away

LIFE SCIENCE

It is expected that students will:

- ⊙ describe and compare learned and inherited behaviors in animals
- ⊙ observe and describe variations among individuals within the human population
- explain that the human body is composed of systems of structures that work together so the body can grow, reproduce and survive

SOCIAL STUDIES

GRADE FOUR

Fourth grade students build upon their understanding of families, schools, and communities, with an emphasis on Nevada. Students learn the story of Nevada including the crucial relationship between the pioneers and the indigenous peoples of the area.

HISTORY

It is expected that students will:

- describe the lifestyles of Nevada's Desert Archaic people
- define hunter-gatherer
- describe the lifestyles of Nevada's Native American cultures
- discuss the interactions of pioneers with the Great Basin Indians
- identify contributions of immigrants in Nevada
- discuss examples of compromise and conflict within Nevada, i.e., Pyramid Lake Wars, water allocation, Sagebrush Rebellion
- describe the experiences of pioneers moving west
- identify explorers and settlers in pre-territorial Nevada
- identify the diverse population of Nevada's early settlers and discuss their unique experiences
- explain the symbols, mottoes, and slogans related to Nevada, i.e., "Battle Born," the state seal, and "Silver State"
- explain how United States conflicts affected life and society in Nevada
- compare and/or contrast their daily lives with children in Nevada's past
- recognize that communities include people who have diverse ethnic origins, customs, and traditions, and who make contributions to Nevada
- define social responsibility
- explain how advances in technologies have impacted Nevada, i.e., railroads, mining, and gaming
- discuss major news events on the local and state levels
- describe the economic and cultural influence other nations have on the state of Nevada

GEOGRAPHY

It is expected that students will:

- identify and use intermediate directions on a compass rose to locate places on a map of Nevada
- identify spatial patterns on a map of Nevada, i.e., deserts, mountains, population
- construct a map of Nevada displaying human and physical features
- utilize different types of Nevada maps, i.e., population and physical maps, to understand spatial distribution
- describe the distinguishing features of historical regions in Nevada, i.e., Native American tribal territories, pioneer trails, and settlement areas

SOCIAL STUDIES GRADE FOUR (Continued)

- identify regional changes in Nevada over time
- identify and describe the diversity and cultural traditions of Nevada's people, i.e., Native Americans, Basque communities
- show how regional change in Nevada from decade to decade has affected characteristics of place, i.e., plows allow farmers to prepare the land for planting, pick axes assist in mining operations
- locate the counties and county seats of Nevada
- identify the equator, Prime Meridian, and the International Date Line
- describe differences in population distribution within Nevada regions
- list examples of movements of people, goods, and ideas into and across Nevada
- describe differences among rural, suburban, and urban settlement in Nevada
- describe historical and current economic issues in Nevada using geographic resources, i.e., illustrate demographic changes due to mining and gaming
- describe why types of organizations may differ by geographic region in Nevada
- describe ways physical environments affect human activity in Nevada using historical and contemporary examples
- describe how technologies altered the physical environment in Nevada, and the effects of those changes on its people
- explore the impact of human modification of Nevada's physical environment on the people who live there
- identify natural hazards in Nevada and their impact on the population
- describe the distribution patterns of natural resources in Nevada

ECONOMICS

It is expected that students will:

- give examples of incentives and determine whether they are positive or negative
- give reasons why consumers choose to buy more of a good or service, i.e., when prices are low, and when they choose to buy less when prices are high
- give reasons why producers choose to sell more of a good or service, i.e., when a price is high, and when they choose to sell less, and when its price is low
- identify factors within an individual's control that can affect the likelihood of employment
- explain why all those who trade must benefit from the trade, using an example such as trading lunch items
- discuss how the discovery of silver in Nevada affected the forms of money in circulation
- identify instances in which people might pay interest or receive interest
- discuss reasons people use banks
- define productive resources
- define per capita
- identify a for-profit and a not-for-profit organization in the community and a service each provides
- define entrepreneur and identify those individuals in Nevada

SOCIAL STUDIES GRADE FOUR (Continued)

- describe resources that are limited in Nevada and ways in which resources are shared
- define imports and exports
- identify goods that would not be readily available in Nevada without international trade

CIVICS

It is expected that students will:

- identify and discuss examples of rules, laws, and authorities that keep people safe and property secure in the state of Nevada
- explain that democracy involves voting, majority rule, and setting rules
- describe the criteria for Nevada citizenship
- discuss the symbolic importance of the Pledge of Allegiance
- explain why we celebrate Nevada Day
- describe the relationship between classroom and school rules
- name the current President of the United States
- name the current governor of Nevada
- explain why local governments are created
- name the three branches of state government
- understand the role of courts
- describe the qualities of a leader
- define and give examples of state and local interest groups
- identify sources of information people use to form an opinion
- identify their county, city, state, and country