

Learning Standards by Grade Level
FOURTH GRADE**DEAR WPS FAMILIES**

This document outlines the learning targets, or standards, your child will be working toward during his/her academic school year. The goal is for your child to demonstrate proficiency on each of these learning targets by the end of the year. At the end of each quarter, you will receive a report indicating the progress your child has made toward mastery of the learning targets.

The learning targets are taken directly from the proficiency scales teachers use daily to plan and deliver instruction. We invite you to visit our district website, USD259.org/Grading, to explore the learning targets on the proficiency scales, become familiar with the progression of learning provided on each scale, and review the frequently asked questions and answers regarding standards-referenced instruction and grading.

We are excited about the change to standards-referenced instruction and grading using proficiency scales and learning targets. This reform will support our students in their journey to becoming future ready!

BEHAVIOR/WORK HABIT TARGETS**WORK HABITS**

- Work Completion: Complete work by designated time
- Participation & Engagement: Listen, participate in class & engage in the learning process on a consistent basis
- Follow Directions: Know & act in accordance to classroom rules & verbal or written directions

SOCIAL DEVELOPMENT

- Social Awareness: Demonstrate awareness of others' thoughts, feelings & differences (i.e. students appropriately react to others in a variety of situations)
- Interpersonal Skills: Demonstrate communication & social skills to interact effectively within relationships

PERSONAL DEVELOPMENT

- Self-Awareness: Identify, understand & express personal thoughts & emotions in healthy ways
- Self-Management: Understand, reflect upon & use strategies for managing thoughts/behaviors & setting goals

CHARACTER DEVELOPMENT

- Core Principles: In a variety of settings, demonstrate traits of good character such as: honesty, kindness, self-control & perseverance
- Decision Making Skills: Demonstrate responsible & effective decision making skills in a variety of settings
- Problem Solving Skills: Develop, implement & model effective problem solving skills in a variety of settings



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ENGLISH LANGUAGE ARTS LEARNING TARGETS

- Decode unfamiliar words using context clues, roots & affixes, & syllabication patterns **RF4.3**
- Describe a character, event or setting using specific details from a narrative text **RL4.3**
- Read aloud accurately & fluently **RF4.4b**
- Summarize a text by describing its main idea & related details **RI4.2**
- Explain specific concepts, procedures, or events in nonfiction texts **RI4.3**
- Describe the organizational structure of a text **RI4.5**
- Compare a firsthand & secondhand account of the same event or topic **RI4.6**
- Explain how text features & visual or multimedia presentations of information help organize a text **RI4.7**
- Explain how reasons & evidence support an author's or speaker's opinion or points **RI4.8**
- Identify a theme in a text **RI4.2**
- Choose flexibly from a range of strategies to determine the meaning of domain-specific & academic vocabulary in literary & informational texts **RI4.4; RI4.4**
- Compare poems, fictional prose, nonfiction prose & dramas **RI4.5**
- Describe the narrator of a text & how the narrator's viewpoint impacts the story **RI4.6**
- Compare a visual or oral representation of a text to the source text **RI4.7**
- Compare two stories, myths & /or traditional literature from different cultures **RI4.9**
- Describe the purpose of similes & metaphors in literary & informational texts **RI4.12a; RI4.12b**
- Describe the meaning of common idioms, adages or proverbs in literary & informational texts **RI4.12b; RI4.12b**
- Explain the relationships between synonyms & antonyms & relationships between homophones **RI4.12c**
- Engage effectively in a range of collaborative discussions **SL4.1a**
- Build on others' ideas **SL4.1c**
- Express own ideas clearly **SL4.1d**
- Introduce a topic by providing relevant background information **W4.1b**
- Group related information into paragraphs or sections **W4.1b**
- State an opinion & clear reasons for that opinion **W4.1b**
- Give evidence to support an opinion, answer, or inference **W4.1c**
- Use words & phrases to link details to a topic or claim **W4.1d**
- Conclude a topic by explaining why it is important **W4.1e**
- Write an informational text **W4.2a**
- Use headings, formatting & other text features to help the audience understand a text's ideas **W4.2a**
- Organize the events in a narrative chronologically or logically, using transitions to indicate order **W4.3a**
- Use dialogue to convey a narrative's conflict or problem **W4.3b**
- Use descriptive language to convey events & character experiences in a narrative **W4.3d**
- Write for the purpose & task described by a prompt **W4.4**
- Write for the audience identified by a prompt **W4.4**
- With guidance & support from adults & peers, combine sentences to add complexity to a draft **W4.5**
- With guidance & support from adults & peers, clarify a draft's main ideas & focus **W4.5**
- Gather information about a particular topic from two or more texts **W4.7**
- Use relative adverbs & pronouns correctly **W4.10b**
- Use progressive verb tenses correctly **W4.10c**
- Use modal auxiliary verbs correctly **W4.10d**
- Order adjectives in a sentence correctly **W4.10e**
- Form & use prepositional phrases correctly **W4.10f**
- Edit punctuation so that it effectively expresses meaning & follows standard punctuation rules **W4.10i**
- Edit for capitalization **W4.11a**
- Edit for spelling **W4.11d**

SCIENCE & SOCIAL STUDIES LEARNING TARGETS

- Science: Generate and compare multiple solutions that use patterns to transfer information **4-PS4-3**
- Social Studies: Compare the distinguishing characteristics and meanings of different regions **4-5.1**
- Social Studies: Explain changes in the characteristics of places and regions **4-5.1**

Learning Standards by Grade Level
FOURTH GRADE**MATH LEARNING TARGETS**

- Draw points, lines, line segments, rays, angles, perpendicular & parallel lines & identify them in two-dimensional figures **4.G.1**
- Recognize & classify two-dimensional figures based on grade-level geometry expectations (lines, angles, sides) **4.G.2**
- In two-dimensional figures, recognize lines of symmetry, identify line-symmetric figures & draw lines of symmetry **4.G.3**
- Know relative sizes of measurement units within one system of units (km, g, lb, etc.), express measurements in a larger unit in terms of a smaller unit & record measurement equivalents in a table **4.MD.1**
- Use the four operations to solve word problems (including simple fractions & decimals in a variety of measurements) including problems requiring expressing measurements given in a larger unit, in terms of a smaller unit & represent measurement quantities using diagrams **4.MD.2**
- Apply the area & perimeter formulas for rectangles in real world & mathematical problems explaining & justifying the appropriate unit of measure **4.MD.3**
- Make a data display (line plot, bar graph, pictograph) to show a set of fractional measurements & use the data to solve addition & subtraction fraction problems **4.MD.4**
- Compare two multi-digit whole numbers using the greater than, less than, equal to & unequal to symbols **4.NBT.2**
- Fluently (efficiently, accurately, flexibly & appropriately) add & subtract multi-digit whole numbers using an efficient algorithm based on place value understanding & the properties of the operations **4.NBT.4**
- Multiply a whole number of up to four digits by a one-digit number, and two two-digit numbers, by using a variety of strategies & illustrating & explaining the calculations (equations, rectangular arrays, &/or area models) **4.NBT.5**
- Find whole-number quotients & remainders with up to four-digit dividends & one-digit divisors using a variety of strategies **4.NBT.6**
- Illustrate & explain division calculations by using equations, rectangular arrays and/or area models **4.NBT.6**
- Recognize & generate equivalent fractions with a visual model supported by an arithmetic process **4.NF.1**
- Compare two fractions with different numerators & different denominators, record the results using greater than, less than, equal to & unequal to symbols & justify conclusions **4.NF.2**
- Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$ by decomposing a fraction in more than one way, write an equation & justify decompositions **4.NF.3b**
- Add & subtract mixed numbers with like denominators **4.NF.3c**
- Solve word problems involving addition & subtraction of fractions referring to the same whole & having like denominators **4.NF.3d**
- Solve word problems involving multiplication of a fraction by a whole number **4.NF.4c**
- Express a fraction with denominator 10 as an equivalent fraction with denominator 100 & use this technique to add two fractions **4.NF.5**
- Use decimal notation for fractions with denominators 10 or 100 **4.NF.6**
- Compare two decimals to hundredths, record the results of comparisons with greater than, less than, equal to & unequal to symbols & justify conclusions **4.NF.7**
- Solve multi-step whole number word problems using the four operations, use a letter/symbol for the unknown & assess the reasonableness of answers (estimation, rounding or mental computation) **4.OA.3**
- Multiply or divide to solve word problems involving multiplicative comparisons (additive & multiplicative comparisons) **4.OA.2**
- Generate a number or shape pattern that follows a given rule, identify features of the pattern & explain why the numbers will continue to alternate in this way **4.OA.5**

Learning Standards by Grade Level
FOURTH GRADE**PHYSICAL EDUCATION LEARNING TARGETS**

- Use various locomotor skills in games & activities **1**
- Throw overhand using a mature motor pattern towards a target **1**
- Catch an object demonstrating a mature motor pattern **1**
- Individually incorporate equipment into simple rhythmic movements/dance steps (bean bags, balls, ropes, etc.) **1**
- Dribble with dominant hand using a mature motor pattern & non-dominant hand under control at a slow or moderate speed in a general space **1**
- Dribble inside of feet at a moderate speed while changing directions with a mature motor pattern **1**
- Strike an object with a short or long-handled implement while demonstrating a mature motor pattern **1**
- Demonstrate a mature motor pattern while performing a kick either along the ground, into the air, or punting **1**
- Volley an object to a partner using a forearm demonstrating a mature motor pattern **1**
- Jump rope using a mature motor pattern; perform beginning skills & attempt intermediate skills with a short rope and/or run in, jump & run out of a long rope **1**
- Describe mature motor pattern for various motor skills **2**
- Explain the concept of offense & defense **2**
- Identify four of the five health-related components of fitness **3**
- Identify an activity that works on each of those four components **3**
- Follow the rules of a game or activity **4**
- Demonstrate good sportsmanship **4**
- Describe the characteristics of good sportsmanship & bad sportsmanship **5**

ART LEARNING TARGETS

- Connect art making to personal experiences both in and out of school **CN.1**
- Investigate art that has been created throughout history & by cultures around the world **CN.2**
- Tell stories &/or communicate ideas through art-making **CR.1**
- Organize & develop artistic ideas & work **CR.2**
- Demonstrate knowledge of the color wheel **CR.2**
- Demonstrate knowledge of monochromatic & complementary colors **CR.2**
- Transform 2-D geometric shapes visually into 3-D geometric forms with lines & value **CR.2**
- Control materials **CR.3**
- Respond to art by looking, listening, speaking &/or writing **RE.1**

MUSIC LEARNING TARGETS

- Create arrangements or compositions by organizing musical ideas **Cr.2.4.1**
- Perform music with multiple parts or harmony **Pr.5.4.1**
- Analyze, track & explain music **Re.2.4**