

Skokie 68 4th Grade Learning Targets

LANGUAGE ARTS

Reading

Literature

- Draw inferences from a text and explain them using details and examples.
- Summarize a story, drama, or poem and determine its theme.
- Use specific details from stories to describe characters, settings, and events.
- Determine the meaning of words and phrases based on how they are used in a text.
- Determine the meaning of words and phrases that refer to characters found in mythology.
- Explain how poems, drama, and prose are structured differently from one another.
- Compare and contrast the point of view of different stories, including the difference between first- and third-person narrations.
- Make connections between the written text of a story and a visual or oral presentation of the text.
- Compare and contrast themes, topics, and patterns of events in literature from different cultures.
- Read and comprehend literature appropriate for fourth grade.

Informational Text

- Draw inferences from a text and explain them using details and examples.
- Determine the main idea of a text and explain how it is supported by key ideas and details.
- Summarize a piece of informational text.
- Explain events, ideas, or procedures in a text and use the text to support explanation.
- Determine the meaning of academic words or phrases in a grade-level text.
- Describe the structure used in a piece of text.
- Compare and contrast a firsthand and secondhand account of the same event or topic.
- Interpret information presented visually, orally, or through graphic features and explain how the information aids understanding of the text.
- Explain how an author uses reasons and evidence to support his or her claims.
- Combine information from two texts from the same topic to write or speak about the subject.
- Read and comprehend informational text appropriate for fourth grade.

Writing

- Write an opinion piece on a topic or text that supports a point of view:
 - Introduce a topic or text, state an opinion, and create an organization structure that supports the writer's purpose.
 - Provide reasons that are supported by facts and details.
 - Use linking words and phrases when giving reasons to support opinion.
 - Provide a concluding section or statement.
- Write an informative piece which examines a topic and conveys ideas and information clearly:
 - Introduce a topic and group related information; include formatting and illustrations, and multimedia when useful to aiding comprehension.
 - Use facts, definitions, details, and quotations to develop the topic.
 - Use linking words or phrases to connect ideas.
 - Provide a concluding statement or section.
- Write a real or imagined narrative piece:
 - Establish a situation, introduce a narrator and/or characters, and organize a sequence of events.
 - Use dialogue and description to develop events and characters.
 - Use transitional words and phrases to manage the sequence of events.
 - Use concrete words and sensory details to convey events.
 - Provide a logical conclusion.
- Use guidance and support from peers and adults to plan, revise, and edit writing.
- Use digital tools to produce and publish writing.
- Use the internet to collaborate with others on writing projects.
- Demonstrate a command of keyboarding skills by typing one page in a single sitting.
- Conduct short research projects that build knowledge about a topic.
 - Recall information from a variety of sources and experiences; take notes, organize information, and provide a list of sources.
- Describe in depth a character, setting, or event from literature using text evidence.
- Explain how an author uses reasons and evidence to support particular points in a text.
- Write for a variety of purposes, audiences, and time-frames.

Speaking & Listening

- Prepare for a class discussion and participate by responding to things others say.
- Follow rules for class discussions.
- Ask questions, make comments, and explain ideas that contribute to a discussion.
- Paraphrase different sources of information, both visual and oral.
- Identify the reasons a speaker gives to support points.
- Speak clearly and in an organized manner while reporting on a topic, telling a story, or retelling an experience.
- Add audio recordings or visual displays to enhance a presentation.
- Use formal English when appropriate.

Foundational Skills/Language

- Use knowledge of letter-sound relationships, syllables and roots and affixes to read unknown root words.
- Read grade-level prose and poetry with expression and fluency.
- Use context to self-correct errors while reading.
- Use correct English grammar in writing and speaking.
- Use correct capitalization, punctuation, and spelling in writing.
- Determine the meaning or pronunciation of a word by consulting reference materials.
- Explain the meaning of simple similes and metaphors.
- Recognize and explain the meanings of common idioms, adages, and proverbs.
- Demonstrate an understanding of words by relating them by their synonyms and antonyms.
- Use words and phrases learned through listening and reading, especially words related to fourth grade topics.

MATH

Operations and Algebraic Thinking

- Interpret a multiplication equation as a comparison.
- Write a multiplication equation in several ways.
- Use different operations to solve word problems involving multiplicative comparison.
- Determine when to add, subtract, multiply, or divide in word problems.
- Solve a word problem using different problem solving strategies.
- Interpret remainders in word problems.
- Write equations using a variable to represent the unknown.
- Use estimation, rounding, or mental math strategies to check my answer.
- Define and determine if a number is prime or composite.
- Define factors and multiples.
- List all of the factor pairs for any whole number from 1-100.
- Determine multiples of a given whole number from 1-100.
- Complete a number or shape pattern.
- Create a number or shape pattern that follows a given rule.
- Explain how different patterns are created.
- Analyze a pattern to determine parts not stated in the rule.
- Complete input/output tables.
- Find the unknown in simple equations.

Numbers and Operations - Base Ten

- Explain the value of each digit in a multi-digit whole number as ten times more than the digit to the right.
- Read and write a multi-digit number in standard, word, and expanded form up to one million.
- Compare two multi-digit numbers up to one million.
- Round numbers, up to a million, to any given place value.
- Add and subtract numbers up to one million.
- Multiply a 4 digit by one digit number, and a 2 digit by 2 digit number without a calculator.
- Use words, drawings, and equations to explain multiplication with arrays and model areas.
- Divide a 4 digit number by a 1 digit number and explain my chosen strategy for solving the problem.
- Use an array to explain a division problem.

Numbers and Operations - Fractions

- Explain why fractions are equivalent using models.
- Recognize and identify equivalent fractions with unlike denominators.
- Compare two fractions with different numerators and denominators.
- Make comparisons based on the parts of the same whole.
- Compare two fractions by finding their common denominators.
- Add unit fractions ($\frac{1}{b}$) to get a fraction greater than one.
- Use fraction models to add and subtract fractions.
- Add and subtract fractions and mixed numbers with like denominators.
- Decompose a fraction into a sum of fractions with the same denominator in more than one way.
- Solve word problems involving addition and subtraction of fractions using drawings, pictures, and equations.
- Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.
- Express a fraction $\frac{a}{b}$ as a multiple of $\frac{1}{b}$.
- Solve word problems involving multiplication of a fraction by a whole number.
- Rename and recognize a fraction with denominator 10 as a fraction with a denominator of 100.
- Add two fractions with denominators 10 and 100.
- Recognize, read, and write decimals through the 100ths.
- Explain how decimals and fractions relate.
- Identify the 10ths and 100ths place of a decimal, and show placement of a decimal on a number line.
- Compare two decimals to hundredths by reasoning about their size.

Measurement and Data

- Explain and compare the size of different units of measurement (km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec).
- Convert larger units of measurement within the same system to smaller units and record conversions in a two-column table.
- Use the four operations to solve measurement word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit.
- Use models to represent measurement quantities.
- Apply the area and perimeter formulas for rectangles in real world and mathematical problems.
- Solve area and perimeter problems in which there is an unknown factor.
- Create a line plot to display a data set of measurements given in fractions of a unit.
- Analyze and interpret a line plot to solve problems involving addition and subtraction of fractions.
- Recognize that a circle has 360 degrees and explain that an angle is a fraction of the circle.
- Describe angles as geometric shapes that are formed wherever two rays share a common endpoint, and explain concepts of angle measurement.
- Measure and identify angles in whole-number degrees using a protractor.
- Sketch angles of specified measure.
- Recognize that an angle can be divided into smaller angles.
- Use addition and subtraction to solve for the missing angle measurements on a diagram.

Geometry

- Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines.
- Look for, identify and draw: points, line segments, angles, and perpendicular and parallel lines in two-dimensional figures.
- Identify: points, line segments, angles, and perpendicular and parallel lines in two-dimensional figures.
- Classify right triangles as a category.
- Recognize lines of symmetry for a two-dimensional figure.
- Create a line of symmetry by folding and matching parts of a model.
- Draw lines of symmetry for a two-dimensional figure.

SCIENCE

Life Science(T1)

- Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
- Use a model to show that animals receive different types of information through their senses, process the information in their brain, and respond to the information described in different ways.

Earth Science (T2)

- Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.
- Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.
- Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.
- Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.

Physical Science (T3)

- Use evidence to construct an explanation relating the speed of an object to the energy of that object.
- Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.
- Ask questions and predict outcomes about the changes in energy that occur when objects collide.
- Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.
- Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.
- Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.
- Generate and compare multiple solutions that use patterns to transfer information.

SOCIAL STUDIES

Civics

- Distinguish the responsibilities and powers of government officials at the local, state, and national levels.
- Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.
- Identify core civic virtues (such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives) and democratic principles (such as equality, freedom, liberty, and respect for individual rights) that guide our state and nation.
- Explain how rules and laws change society and how people change rules and laws in Illinois.

Economics

- Explain how profits reward and influence sellers.
- Describe how goods and services are produced using human, natural, and capital resources (e.g. tools and machines).
- Analyze how spending choices are influenced by price as well as many other factors (e.g. advertising, peer pressure, options).
- Explain that income can be saved, spent on goods and services, or used to pay taxes.

Geography

- Construct and interpret maps of Illinois and the United States using various media.
- Analyze how the cultural and environmental characteristics of places in Illinois change over time.
- Describe some of the current movements of goods, people, jobs, or information to, from, or within Illinois, and explain reasons for the movements.

History

- Explain connections among historical contexts and why individuals and groups differed in their perspectives during the same historical period.
- Using artifacts and primary sources, investigate how individuals contributed to and the founding and development of Illinois.
- Explain probable causes and effects of events and developments in Illinois history.

ART

Creating

- Brainstorm multiple approaches to create art or design problem.
- Collaborate to set goals to make meaningful personal artwork.
- Explore and invent art-making techniques and approaches.
- Show care in use of materials and clean up in a safe manner.
- Document, describe, and represent regional constructed environments.
- Revise artwork in progress based on peer discussion.

Presenting

- Compare and contrast how technology has changed how artwork is presented and viewed.
- Analyze the reasons for why and how art is presented in different settings.
- Compare and contrast the purposes of different art venues and as well as the types of experiences that they provide.

Responding

- Compare responses to a work of art before and after working in a similar material.
- Analyze parts of visual imagery that have messages.
- Share feeling about artwork and its subject matter during class discussions.
- Use one standard to evaluate one work of art.

Connecting

- Create works of art that reflect community or cultural traditions.
- Observe and gather information about time, place, and culture in which a work of art was created.

MUSIC

Creating

- Improvise rhythmic, melodic, and harmonic ideas and explain connections.
- Demonstrate musical ideas and explain the connection to purpose and context.
- Use notation to document rhythmic, melodic, and harmonic ideas.
- Revise musical ideas using collaboratively developed criteria and feedback to show improvement over time.
- Demonstrate a personal musical idea to classmates and explain its expressive intent.

Performing

- Explain how the music performed is influenced by personal interest.
- Demonstrate understanding of the structure and elements in music selected for performance.
- Read and perform music using notation.
- Demonstrate and explain how intent is conveyed through expressive qualities (for example, dynamics, tempo, and timbre).
- Apply feedback with collaboratively developed criteria to evaluate accuracy and expressiveness of classroom and personal performances.
- Perform music with expression, technical accuracy, and appropriate interpretation.
- Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.

Responding

- Demonstrate and explain how music connects to and is influenced by specific interests, experiences, purposes, or contexts.
- Demonstrate and describe how responses to music can be influenced by context.
- Demonstrate and describe how expressive qualities such as dynamics, tempo and timbre are used by a performer to reflect expressive intent.
- Evaluate musical works and performances applying established criteria.

Connecting

- Demonstrate musical ideas to peers.
- Demonstrate understanding of relationships between music and other disciplines.

PHYSICAL EDUCATION

Movement

- Moderate-to-vigorous physical activity in relationship to motor skills and movement patterns.
- Team collaboration of the principles of movement (absorption, application of force, and equilibrium).
- Can change and combine sport skills during lead-up activities and game play.
- Begin to apply offensive and defensive strategies during lead-up activities and game play.
- Can identify rules and regulations for a variety of sports and lifetime activities.

Fitness

- Identify aerobic activities (can sustain endurance during class activities, long distance running).
- Identify anaerobic activities (fast, quick, short bursts of energy).
- List health-related goals based on fitness assessments.
- Explain fitness scores to parents/guardians.

Teamwork

- Understand the importance of being a good teammate/participant during class activities.
- Fill the role of leader and/or participant at times throughout the year.
- Take responsibility for actions during class activities.

Health

- Describe how proper diet and exercise affect overall physical fitness and quality of life.

Human Body Systems

- Tell others how the brain benefits from being fit and exercising.
- Build/construct a human body, consisting of the following parts: head, neck, shoulders, elbows, arms, hands, fingers, chest, legs, hips, ankles, feet, and toes.
- Locate bones in the body.
- Understand the basic function of a muscle.
- Identify parts of the circulatory system.

Healthy Decision Making

- Understand the importance of cooperating with peers during class activities.
- Can demonstrate how to settle disagreements.
- Can recognize physical activity as a positive opportunity for social group interaction and communication.