

**WSFCS English/Language Arts Standards for Fourth Grade**

<b>First Quarter Expectations</b>	<b>Second Quarter Expectations</b>	<b>Third Quarter Expectations</b>	<b>Fourth Quarter Expectations</b>
<p><b>*Reading:</b></p> <ul style="list-style-type: none"> <li>• Uses word identification strategies appropriately and automatically when encountering unknown words</li> <li>• Increases reading and writing vocabulary through wide reading and word study</li> <li>• Reads and comprehends grade level text</li> <li>• Uses word reference materials (e.g., glossary, dictionary, thesaurus, online resource tools) to identify and comprehend unknown words</li> <li>• Reads independently daily from self-selected materials (consistent with the student’s independent reading level)</li> <li>• Uses strategies to comprehend text and clarify meaning of vocabulary</li> <li>• Reads a variety of texts including fiction (legends, novels, science fiction), and nonfiction (autobiographies, informational books, journals),</li> <li>• Makes inferences, draws conclusions, and generalizations</li> <li>• Considers a situation or problem from different characters’ points of view</li> </ul>	<p><b>*Reading:</b></p> <ul style="list-style-type: none"> <li>• Reads grade level text fluently</li> <li>• Infers word meanings from taught roots, prefixes and suffixes to decode words in text to assist comprehension</li> <li>• Increases reading and writing vocabulary through the knowledge of multiple meanings, seminars, and book clubs</li> <li>• Comprehends and analyzes grade level text</li> <li>• Reads independently daily from self-selected materials (consistent with the student’s independent reading level)</li> <li>• Uses strategies to comprehend text and clarify meaning of vocabulary</li> <li>• Reads a variety of texts including fiction, nonfiction, poetry (haiku), plays and skits</li> <li>• Summarizes major points from fiction and nonfiction texts to clarify and retain information and ideas</li> <li>• Evaluates the impact of authors’ word choice and context</li> <li>• Identifies and examines characters’ motives</li> </ul>	<p><b>*Reading:</b></p> <ul style="list-style-type: none"> <li>• Reads grade level text fluently</li> <li>• Reads independently daily from self-selected materials (consistent with the student’s independent reading level)</li> <li>• Uses strategies to comprehend text and clarify meaning of vocabulary (e.g., reread the text, consult other sources, ask for help, paraphrase, and question)</li> <li>• Comprehends and analyzes grade level text</li> <li>• Verifies the meaning or accuracy of the author’s statement(s) by referencing the text or other resources</li> <li>• Compares differences among genres</li> <li>• Reads independently daily from self-selected materials (consistent with the student’s independent reading level)</li> <li>• Makes inferences and draws conclusions about characters and events</li> <li>• Examines characters, events, and plots within and between selections</li> </ul>	<p><b>*Reading:</b></p> <ul style="list-style-type: none"> <li>• Reads grade level text fluently</li> <li>• Reads independently daily from self-selected materials (consistent with the student’s independent reading level)</li> <li>• Uses strategies to comprehend text and clarifies meaning of vocabulary (e.g., reread the text, consult other sources, ask for help, paraphrase, and question)</li> <li>• Comprehends grade level text</li> <li>• Reads independently daily from self-selected materials (consistent with the student’s independent reading level)</li> <li>• Makes informed judgments about television, and video/film productions</li> <li>• Integrates information from one or more sources to expand understanding of text including graphs, charts and/or maps</li> <li>• Conducts research for assigned projects or self selected projects (with assistance) from a variety of sources through the use of technological and informal tools (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks)</li> </ul>

**WSFCS English/Language Arts Standards for Fourth Grade**

<b>First Quarter Expectations</b>	<b>Second Quarter Expectations</b>	<b>Third Quarter Expectations</b>	<b>Fourth Quarter Expectations</b>
<p><b>*Language Arts:</b></p> <ul style="list-style-type: none"> <li>• Participates in all phases of the writing process and selects a variety of compositions for publication</li> <li>• Uses planning strategies to generate topics and organize ideas (e.g., brainstorming, mapping, webbing, reading, discussion)</li> <li>• Composes a draft that conveys major ideas and maintains focus on the topic with specific, relevant, supporting details by using preliminary plans</li> <li>• Composes fiction, nonfiction, poetry, and drama using self-selected and assigned topics and forms (e.g., personal and imaginative narratives, research reports, diaries, journals, logs, rules, instructions)</li> <li>• Uses correct capitalization and punctuation</li> <li>• Uses correct subject/verb agreement</li> <li>• Proofreads to correct spelling errors</li> </ul>	<p><b>*Language Arts:</b></p> <ul style="list-style-type: none"> <li>• Participates in all phases of the writing process and selects a variety of compositions for publication</li> <li>• Focuses revisions on a specific element such as word choice, sequence of events and ideas, transitional words and sentence patterns</li> <li>• Demonstrates understanding in speaking and writing by appropriate usage of pronouns, verb consistency and subject consistency</li> <li>• Elaborates information and ideas in writing and speaking by using simple and compound sentence</li> <li>• Uses visual (orthography) and meaning-based strategies as primary sources for correct spelling</li> <li>• Uses established criteria to edit for language conventions and format</li> </ul>	<p><b>*Language Arts:</b></p> <ul style="list-style-type: none"> <li>• Participates in all phases of the writing process and selects a variety of compositions for publication</li> <li>• Produces work that follows the conventions of particular genres (e.g., personal and imaginative narratives, research reports, learning logs, letters of request, letters of complaint)</li> <li>• Composes fiction, nonfiction, poetry, and drama using self-selected and assigned topics and forms (e.g., personal and imaginative narratives, research reports, diaries, journals, logs, rules, instructions)</li> <li>• Elaborates information and ideas in writing and speaking by using regular and irregular verbs, adverbs, and prepositions</li> <li>• Creates readable documents</li> </ul>	<p><b>*Language Arts:</b></p> <ul style="list-style-type: none"> <li>• Creates readable documents through legible handwriting and word processing</li> <li>• Participates in all phases of the writing process and selects a variety of compositions for publication</li> <li>• Composes multiple paragraphs with topic sentences, specific, relevant details, logical progression and movement of ideas, coherence, elaboration and a concluding statement related to the topic</li> <li>• Demonstrates evidence of language cohesion by using a logical sequence for fiction and nonfiction retells, time order sequence of events, and sustaining conversations on a topic</li> <li>• Composes fiction, nonfiction, poetry, and drama using self-selected and assigned topics</li> </ul>

**WSFCS Mathematics Standards for Fourth Grade**

<b>First Quarter Expectations</b>	<b>Second Quarter Expectations</b>	<b>Third Quarter Expectations</b>	<b>Fourth Quarter Expectations</b>
<p><b>*Mathematics:</b>  <u><b>Number &amp; Operations</b></u></p> <ul style="list-style-type: none"> <li>• Develops number sense for whole numbers through 99,999               <ol style="list-style-type: none"> <li>1. Connects model, number word, and number using a variety of representations</li> <li>2. Builds understanding of place value through ten thousands</li> <li>3. Compares and orders</li> <li>4. Makes estimates of whole numbers in appropriate situations</li> </ol> </li> <li>• Develops fluency with multiplication:               <ol style="list-style-type: none"> <li>1. Performs two-digit by two-digit multiplication</li> <li>2. Uses multiple strategies</li> <li>3. Estimates products in appropriate situations</li> </ol> </li> <li>• Solves problems using multiple strategies and mental computation, estimation, calculators, computers, and paper and pencil</li> </ul> <p><u><b>Geometry</b></u></p> <ul style="list-style-type: none"> <li>• Uses coordinate plane to graph</li> </ul> <p><u><b>Data Analysis &amp; Probability</b></u></p> <ul style="list-style-type: none"> <li>• Collects, organizes, analyzes, and displays data (including line graphs and bar graphs) to solve problems</li> <li>• Uses median, mode, and range to show how data can be distributed</li> <li>• Compares two sets of related data</li> </ul>	<p><b>*Mathematics:</b>  <u><b>Number &amp; Operations</b></u></p> <ul style="list-style-type: none"> <li>• Develops fluency with division:               <ol style="list-style-type: none"> <li>1. Performs up to three-digit by two-digit division</li> <li>2. Uses multiple strategies</li> <li>3. Estimates quotients in appropriate situations</li> </ol> </li> <li>• Solves problems using multiple strategies and mental computation, estimation, calculators, computers, and paper and pencil</li> </ul> <p><u><b>Algebra</b></u></p> <ul style="list-style-type: none"> <li>• Translates among the different representations of number relationships               <ol style="list-style-type: none"> <li>1. Symbols</li> <li>2. Numerical</li> <li>3. Verbal</li> <li>4. Pictures</li> </ol> </li> <li>• Proves number relationships using:               <ol style="list-style-type: none"> <li>1. Models, words, and numbers</li> <li>2. Order of operations and properties of numbers</li> </ol> </li> </ul> <p><u><b>Measurement</b></u></p> <ul style="list-style-type: none"> <li>• Develops strategies to find area of rectangles and perimeter of plane figures</li> <li>• Solves problems involving area of rectangles and perimeter of plane figures</li> </ul>	<p><b>*Mathematics:</b>  <u><b>Number &amp; Operations</b></u></p> <ul style="list-style-type: none"> <li>• Develops number sense for fractions               <ol style="list-style-type: none"> <li>1. Connects model, number word, and number using a variety of representations</li> <li>2. Compares and orders</li> <li>3. Makes estimates of fractions in appropriate situations</li> </ol> </li> <li>• Uses models, diagrams, and reasoning about fractions and relationships for problem solving:               <ol style="list-style-type: none"> <li>1. Halves, fourths, eighths;</li> <li>2. Thirds, sixths, twelfths;</li> <li>3. Fifths, tenths;</li> <li>4. Mixed numbers</li> </ol> </li> <li>• Develops fluency with adding and subtracting fractions with like denominators               <ol style="list-style-type: none"> <li>1. Develops strategies</li> <li>2. Judges reasonableness of problem solutions</li> </ol> </li> <li>• Develops number sense for decimals through hundredths               <ol style="list-style-type: none"> <li>1. Connects model, number word, and number using a variety of representations</li> <li>2. Builds understanding of place value</li> <li>3. Compares and orders</li> <li>4. Makes estimates of decimals in appropriate situations</li> </ol> </li> <li>• Develops fluency with adding and subtracting decimals               <ol style="list-style-type: none"> <li>1. Develops strategies</li> <li>2. Estimates sums and differences</li> <li>3. Judges reasonableness of problem solutions</li> </ol> </li> <li>• Solves problems using multiple strategies and mental computation, estimation, calculators, computers, and paper and pencil</li> </ul>	<p><b>*Mathematics:</b>  <u><b>Number &amp; Operations</b></u></p> <ul style="list-style-type: none"> <li>• Develops fluency with adding and subtracting decimals</li> <li>• Solves problems using multiple strategies and mental computation, estimation, calculators, computers, and paper and pencil</li> </ul> <p><u><b>Data Analysis &amp; Probability</b></u></p> <ul style="list-style-type: none"> <li>• Designs experiments</li> <li>• Lists all possible outcomes</li> <li>• Lists probability of outcomes occurring</li> </ul> <p><u><b>Algebra</b></u></p> <ul style="list-style-type: none"> <li>• Identifies, describes, and generalizes number relationships when:               <ol style="list-style-type: none"> <li>1. Quantities change proportionally</li> <li>2. Change in one quantity is related to change in a second quantity</li> </ol> </li> <li>• Prove number relationships using:               <ol style="list-style-type: none"> <li>1. Models, words, and numbers</li> <li>2. Order of operations and properties of numbers</li> </ol> </li> </ul> <p><u><b>Geometry</b></u></p> <ul style="list-style-type: none"> <li>• Describes relative position of lines using parallelism and perpendicularity</li> <li>• Identifies, predicts, and describes transformations of plane figures               <ol style="list-style-type: none"> <li>1. Reflections</li> <li>2. Translations</li> <li>3. Rotations</li> </ol> </li> </ul>

**WSFCS Science Essential Standards for Fourth Grade**

<b>First Quarter Expectations</b>	<b>Second Quarter Expectations</b>	<b>Third Quarter Expectations</b>	<b>Fourth Quarter Expectations</b>
<p><b>*Science:</b>  <b>Explains the causes of day and night and phases of the moon</b></p> <ul style="list-style-type: none"> <li>Explains the cause of day and night based on the rotation of Earth on its axis</li> <li>Explains the monthly changes in the appearance of the moon, based on the moon's orbit around the Earth</li> </ul> <p><b>Understands the use of fossils and changes in the surface of the earth as evidence of the history of Earth and its changing life forms</b></p> <ul style="list-style-type: none"> <li>Compares fossils (including molds, casts, and preserved parts of plants and animals) to one another and to living organisms</li> <li>Infers ideas about Earth's early environments from fossils of plants and animals that lived long ago</li> <li>Gives examples of how the surface of the earth changes due to slow processes such as erosion and weathering, and rapid processes such as landslides, volcanic eruptions, and earthquakes</li> </ul>	<p><b>*Science:</b>  <b>Understands the effects of environmental changes, adaptations and behaviors that enable animals (including humans) to survive in changing habitats</b></p> <ul style="list-style-type: none"> <li>Gives examples of changes in an organism's environment that are beneficial to it and some that are harmful</li> <li>Explains how animals meet their needs by using behaviors in response to information received from the environment</li> <li>Explains how humans can adapt their behavior to live in changing habitats (e.g., recycling wastes, establishing rain gardens, planting trees and shrubs to prevent flooding and erosion)</li> <li>Explains how differences among animals of the same population sometimes give individuals an advantage in surviving and reproducing in changing habitats</li> </ul> <p><b>Understands food and the benefits of vitamins, minerals and exercise</b></p> <ul style="list-style-type: none"> <li>Classifies substances as food or non-food items based on their ability to provide energy and materials for survival, growth and repair of the body</li> <li>Explains the role of vitamins, minerals and exercise in maintaining a healthy body</li> </ul>	<p><b>* Science:</b>  <b>Explains how various forces affect the motion of an object</b></p> <ul style="list-style-type: none"> <li>Explains how magnets interact with all things made of iron and with other magnets to produce motion without touching them</li> <li>Explains how electrically charged objects push or pull on other electrically charged objects and produce motion</li> </ul> <p><b>Recognizes that energy takes various forms that may be grouped based on their interaction with matter</b></p> <ul style="list-style-type: none"> <li>Recognizes the basic forms of energy (light, sound, heat, electrical, and magnetic) as the ability to cause motion or create change</li> <li>Recognizes that light travels in a straight line until it strikes an object or travels from one medium to another, and that light can be reflected, refracted, and absorbed</li> </ul>	<p><b>* Science:</b>  <b>Understands the composition and properties of matter before and after they undergo a change or interaction</b></p> <ul style="list-style-type: none"> <li>Compares the physical properties of samples of matter: (strength, hardness, flexibility, ability to conduct heat, ability to conduct electricity, ability to be attracted by magnets, reactions to water and fire)</li> <li>Explains how minerals are identified using tests for the physical properties of hardness, color, luster, cleavage and streak</li> <li>Classifies rocks as metamorphic, sedimentary or igneous based on their composition, how they are formed and the processes that create them</li> </ul>

**WSFCS Social Studies Essential Standards for Fourth Grade**

<b>First Quarter Expectations</b>	<b>Second Quarter Expectations</b>	<b>Third Quarter Expectations</b>	<b>Fourth Quarter Expectations</b>
<p><b>*Social Studies:</b>  <b>Understands the development, structure and function of North Carolina’s government</b></p> <ul style="list-style-type: none"> <li>Summarizes the key principles and revisions of the North Carolina Constitution</li> <li>Compares the roles and responsibilities of state elected leaders</li> <li>Explains the influence of the colonial history of North Carolina on the governing documents of our state</li> <li>Compares North Carolina’s government with local governments</li> </ul> <p><b>Analyzes the North Carolina Constitution</b></p> <ul style="list-style-type: none"> <li>Analyzes the preamble and articles of the North Carolina Constitution in terms of rights and responsibilities</li> <li>Gives examples of rights and responsibilities of citizens according to North Carolina Constitution</li> <li>Differentiates between rights and responsibilities reflected in the North Carolina Constitution</li> </ul>	<p><b>*Social Studies:</b>  <b>Analyzes the chronology of key historical events in North Carolina history</b></p> <ul style="list-style-type: none"> <li>Summarizes the change in cultures, everyday life and status of indigenous American Indian groups in NC before and after European exploration</li> <li>Explains how and why North Carolina was established</li> <li>Explains how people, events and developments brought about changes to communities in various regions of N.C.</li> <li>Analyzes North Carolina’s role in major conflicts and wars from the Pre-colonial period through Reconstruction</li> </ul> <p><b>Understands the impact of various cultural groups on North Carolina</b></p> <ul style="list-style-type: none"> <li>Explains how the settlement of people from various cultures affected the development of regions in North Carolina (languages, foods, and traditions)</li> <li>Explains how the artistic expression of various groups represents the cultural heritage of North Carolina</li> </ul> <p><b>Understands how notable structures, symbols, and place names are significant to North Carolina</b></p> <ul style="list-style-type: none"> <li>Explains why important buildings, statues, monuments, and place names are associated with the state's history</li> <li>Explains the historical significance of North Carolina’s state symbols</li> </ul>	<p><b>*Social Studies:</b>  <b>Understands how human, environmental, and technological factors affect the growth and development of North Carolina</b></p> <ul style="list-style-type: none"> <li>Summarizes changes that have occurred in North Carolina since statehood (population growth, transportation, communication, landscape)</li> <li>Explains the impact that human activity has on the availability of natural resources in North Carolina</li> <li>Gives examples of the interactions of various peoples, places and cultures in terms of adaptation and modification of the environment</li> <li>Explains the impact of technology (communication, transportation, inventions) on North Carolina’s citizens, past and present</li> </ul>	<p><b>*Social Studies:</b>  <b>Understands how a market economy impacts life in North Carolina</b></p> <ul style="list-style-type: none"> <li>Understands the basic concepts of a market economy: supply, demand, scarcity, productivity, and entrepreneurship</li> <li>Understands how scarcity and choice in a market economy impacts business decisions</li> <li>Analyzes the historical and contemporary role that major North Carolina industries have played in the state, nation, and world</li> <li>Explains the impact of entrepreneurship on the economy of North Carolina</li> </ul> <p><b>Understands the economic factors when making personal choices</b></p> <ul style="list-style-type: none"> <li>Explains how personal financial decisions such as spending, saving, and paying taxes, can positively and/or negatively affect everyday life</li> <li>Explains how limited personal financial resources affect the choices people make based on their wants and needs</li> </ul>

**WSFCS Enrichment Areas Throughout the Year for Fourth Grade**

<p><b>*Visual Arts</b></p> <ul style="list-style-type: none"> <li>• Uses the language of visual arts to communicate effectively by applying critical thinking skills to discuss works of art</li> <li>• Recognizes key contributions of North Carolina artists in art history</li> <li>• Exemplifies connections between visual arts and other disciplines such as math, language arts, science, social studies, and the other arts</li> <li>• Evaluates personal work in progress and at completion through guided questioning</li> <li>• Uses ideas and imagery from the global environment as sources for creating art</li> <li>• Consistently demonstrates an understanding of concepts taught in the classroom</li> <li>• Creates art using a variety of tools, media, and processes safely</li> </ul>	<p><b>*Music</b></p> <ul style="list-style-type: none"> <li>• Reads whole, half, dotted half, quarter, and eighth note and quarter rest duration in 2/4, 3/4, and 4/4 meters</li> <li>• Identifies symbols and traditional terms referring to expressive qualities, including dynamics and tempo</li> <li>• Participates in class through singing, moving, classroom activities and the playing of instruments</li> </ul>	<p><b>*Physical Education/Healthful Living</b></p> <ul style="list-style-type: none"> <li>• Uses praise and other types of encouragement appropriately</li> <li>• Accepts responsibility for one's own performance without blaming others</li> <li>• Demonstrates an understanding of a simplified version of the Perceived Exertion Scale for determining physical activity while participating in a variety of selected MVPAs</li> <li>• Participates in numerous bouts of moderate to vigorous physical activity (MVPA) for &gt;20 minutes of time during the school day and understands the cumulative effect of physical activity</li> <li>• Understands all five obesity prevention health behaviors</li> <li>• Demonstrates the concept of target heart rate and how to monitor it with and without technology</li> <li>• Understands all five health-related fitness assessments and the associated exercises that develop muscular strength, endurance, and flexibility in a variety of muscle groups</li> <li>• Demonstrates changes in speed with different pathways, levels, and directions in game-like settings</li> <li>• Performs a series of basic square dance steps</li> <li>• Demonstrates the five manipulative skills showing all critical elements with partners, drills and lead-up games</li> <li>• Demonstrates how to throw to a stationary partner, while moving, at varying distances</li> <li>• Demonstrates how to combine manipulative skills with partners and in drills</li> </ul>
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