

FOURTH GRADE ESSENTIAL STANDARDS

ENGLISH LANGUAGE ARTS:

NUMBER	TITLE	DESCRIPTION
RF.4.3	Reading/Foundational Skills: Phonics and Word Recognition	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.4.4	Reading/Foundational Skills: Fluency	Read with sufficient accuracy and fluency to support comprehension.
RI.4.2	Reading/Informational Text: Range of Reading and Level of Text Complexity	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
RI.4.3	Reading/Informational Text: Key Ideas and Details	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
RI.4.4	Reading/Informational Text: Craft and Structure	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
RI.4.7	Reading/Informational Text: Integration of Knowledge and Ideas	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
RI.4.10	Reading/Informational Text: Range of Reading and Level of Text Complexity	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RL.4.2	Reading/Literature: Key Ideas and Details	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
RL.4.3	Reading/Literature: Key Ideas and Details	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
W.4.1.A	Writing: Text Types and Purposes	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
W.4.1.C	Writing: Text Types and Purposes	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
W.4.2.A-E	Writing: Text Types and Purposes	<ul style="list-style-type: none"> • W.4.2.A - Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. • W.4.2.B - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. • W.4.2.C - Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). • W.4.2.D - Use precise language and domain-specific vocabulary to inform about or explain the topic. • W.4.2.E - Provide a concluding statement or section related to the information or explanation presented.
W.4.3.D	Writing: Text Types and Purposes	Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.4.5	Writing: Production and Distribution of Writing	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.4.9	Writing: Research to Build and Present Knowledge	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.4.10	Writing: Range of Writing	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

MATHEMATICS:

NUMBER	TITLE	DESCRIPTION
4.OA.A	Operations & Algebraic Thinking: Use the Four Operations With Whole Numbers to Solve Problems	<ul style="list-style-type: none"> • 4.OA.A.1 - Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. • 4.OA.A.2 - Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. • 4.OA.A.3 - Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
4.NBT.A	Number & Operations in Base Ten: Generalize Place Value Understanding for Multi-Digit Whole Numbers	<ul style="list-style-type: none"> • 4.NBT.A.1 - Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division. • 4.NBT.A.2 - Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. • 4.NBT.A.3 - Use place value understanding to round multi-digit whole numbers to any place.
4.NBT.B	Number & Operations in Base Ten: Use Place Value Understanding and Properties of Operations to Perform Multi-Digit Arithmetic	<ul style="list-style-type: none"> • 4.NBT.B.4 - Fluently add and subtract multi-digit whole numbers using the standard algorithm. • 4.NBT.B.5 - Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. • 4.NBT.B.6 - Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
4.NF.A	Number & Operations - Fractions: Extend Understanding of Fraction Equivalence and Ordering	<ul style="list-style-type: none"> • 4.NF.A.1 - Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. • 4.NF.A.2 - Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

4.NF.B	Number & Operations - Fractions: Build Fractions From Unit Numbers	<ul style="list-style-type: none"> ● 4.NF.B.3 - Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. <ul style="list-style-type: none"> ○ 4.NF.B.3.A - Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. ○ 4.NF.B.3.B - Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2\ 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$. ○ 4.NF.B.3.C - Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. ○ 4.NF.B.3.D - Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem. ● 4.NF.B.4 - Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. <ul style="list-style-type: none"> ○ 4.NF.B.4.A - Understand a fraction a/b as a multiple of $1/b$. For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$. ○ 4.NF.B.4.B - Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.) ○ 4.NF.B.4.C - Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat $3/8$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?
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SCIENCE:

NUMBER	TITLE	DESCRIPTION
4-LS1-2	From Molecules to Organisms: Structures and Processes	Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.
4-PS3-2	Energy	Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.
4-PS3-3	Energy	Ask questions and predict outcomes about the changes in energy that occur when objects collide.

SOCIAL STUDIES:

NUMBER	TITLE	DESCRIPTION
C4.4.1-2	Understands civic involvement.	<ul style="list-style-type: none"> ● C4.4.1 Recognize that civic participation involves being informed about public issues, taking action, and voting in elections. ● C4.4.2 Analyze and evaluate ways of influencing state governments to establish or preserve individual rights and promote the common good.
H2.4.1-2	Understands and analyzes causal factors that have shaped major events in history.	<ul style="list-style-type: none"> ● H2.4.1 Analyze and explain how individuals have caused change in Washington state history. ● H2.4.2 Analyze and explain how people from various cultural and ethnic groups have shaped Washington state history.

H4.4.1-2	Understands how historical events inform analysis of contemporary issues and events.	<ul style="list-style-type: none"> • H4.4.1 Recognize and explain significant historical events in Washington state that have implications for current decisions. • H4.4.2 Use evidence to develop a claim about Washington state, and tribal nations and groups.
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ELECTIVES:

Art:

NUMBER	TITLE	DESCRIPTION
Anchor 1	Creating/Investigate, Plan, Make	Generate and conceptualize artistic ideas and work.
Anchor 2	Creating/Investigate	Organize and develop artistic ideas and work.
Anchor 3	Creating/Reflect, Refine, Continue	Refine and complete artistic work.
Anchor 4	Presenting/Select	Select, analyze and interpret artistic work for presentation.
Anchor 5	Presenting/Analyze	Develop and refine artistic techniques and work for presentation.

Music:

NUMBER	TITLE	DESCRIPTION
Cr1.1.4a-b	Creating/Imagine	<ul style="list-style-type: none"> • Cr1.1.4a – Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural). • Cr1.1.4b - Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters.
Cr2.1.4a-b	Creating/Plan and Make	<ul style="list-style-type: none"> • Cr2.1.4a - Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context. • Cr2.1.4b - Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.
Pr4.2.4a-c	Performing/Analyze	<ul style="list-style-type: none"> • Pr4.2.4a - Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance. • Pr4.2.4b - When analyzing selected music, read and perform using iconic and/or standard notation. • Pr4.2.4c - Explain how context (such as social and cultural) informs a performance.
Re9.1.4	Responding/Evaluate	Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.

Physical Education:

NUMBER	TITLE	DESCRIPTION
PE1.1.4a-b	Motor Skills: Locomotor	<ul style="list-style-type: none"> • PE1.1.4a - Apply mature pattern in locomotor skills in a variety of lead-up activities and small-sided game play. • PE1.1.4b - Demonstrate appropriate pacing in a variety of running distances.
PE1.2.4	Motor Skills: Non-locomotor	Apply mature pattern in non-locomotor skills in a variety of lead-up activities and small-sided game play.
PE1.3.4	Balance, Weight Transfer, and Rhythmic Skills: Balance	Apply static and dynamic balance in a variety of lead-up activities and small-sided game play.
PE1.4.4	Balance, Weight Transfer, and Rhythmic Skills: Weight Transfer	Demonstrate weight transfer from feet to hands, varying speed and using large extensions.

PE1.5.4	Balance, Weight Transfer, and Rhythmic Skills: Rhythm	Demonstrate rhythmic combinations to perform a routine.
PE1.6.4a-b	Manipulative Skills: Underhand Throw	<ul style="list-style-type: none"> • PE1.6.4a - Demonstrate mature pattern in an underhand throw to a moving partner. • PE1.6.4b - Demonstrate mature pattern in an underhand throw with accuracy.
PE1.7.4a-b	Manipulative Skills: Overhand Throw	<ul style="list-style-type: none"> • PE1.7.4a - Demonstrate mature pattern in an overhand throw for distance. • PE1.7.4b - Demonstrate mature pattern in an overhand throw to a partner or target with reasonable accuracy.
PE1.8.4	Manipulative Skills: Catch	Apply mature pattern in catching in a variety of lead-up activities and small-sided game play.
PE1.9.4a-b	Manipulative Skills: Hand Dribble	<ul style="list-style-type: none"> • PE1.9.4a - Demonstrate mature pattern while hand-dribbling continuously in general space with nonpreferred hand. • PE1.9.4b - Demonstrate mature pattern while hand-dribbling in general space in a variety of lead-up activities and small-sided game play.
PE1.10.4a-c	Manipulative Skills: Foot Pass/Kick	<ul style="list-style-type: none"> • PE1.10.4a - Demonstrate mature pattern while passing with the feet to a moving partner in a static environment. • PE1.10.4b - Demonstrate mature pattern while passing and kicking a ball in the air. • PE1.10.4c - Demonstrate mature pattern while punting in isolation.
PE1.11.4	Manipulative Skills: Foot Trap/Receive	Demonstrate mature pattern while receiving with the foot when moving in a static environment.
PE1.12.4	Manipulative Skills: Foot Dribble	Demonstrate mature pattern while foot-dribbling in a variety of lead-up activities and small-sided game play.
PE1.13.4a-b	Manipulative Skills: Strike/Volley, Hands and Arms	<ul style="list-style-type: none"> • PE1.13.4a - Demonstrate mature pattern while striking an object underhand in a variety of lead-up activities and small-sided game play. • PE1.13.4b - Demonstrate emerging pattern while striking an object with a two-handed overhead pass, sending it upward.
PE2.1.4	Movement Concepts and Strategies: Space	Apply the concept of moving to open space and reducing open space in a variety of lead-up activities and small-sided game play.
PE2.3.4a-b	Movement Concepts and Strategies: Speed, Direction, and Force	<ul style="list-style-type: none"> • PE2.3.4a - Apply the concept of pacing in a variety of activities. • PE2.3.4b - Apply concepts of direction and force when striking an object toward a designated area.
PE3.3.4a-b	Fitness: Health-Related Fitness	<ul style="list-style-type: none"> • PE3.3.4a - Classify fitness assessments to corresponding components of health-related fitness (cardiorespiratory endurance, muscular endurance, muscular strength, flexibility, body composition). • PE3.3.4b - Recognize components of the FITT principle (frequency, intensity, time, type).
PE3.4.4	Fitness: Skill-Related Fitness	Recognize components of skill-related fitness (agility, balance, coordination, power, reaction time, speed).
PE3.7.4a-b	Fitness: Body Systems	Describe connections between body systems.
PE4.5.4	Safety	Apply safety principles in physical activities (with self, with peers, with equipment).
PE5.1.4	Challenge	Understand that improving performance in challenging physical activities requires consistent practice.
PE5.2.4	Self-Expression and Enjoyment	Identify physical activities for the purpose of self-expression and enjoyment.

Library:

	AASL STANDARDS	GOALS	SKILLS
Ongoing	1.1.9 4.1.4 3.1.2 4.1.5 3.2.2 4.2.4 4.1.1 4.3.1 4.1.2 4.4.1 4.1.3 4.4.6	<ul style="list-style-type: none"> • Practice of reading skills • How readers choose books • Genres • Reading for pleasure/appreciation • Award books 	<ul style="list-style-type: none"> • Responds to a variety of literature in a variety of ways • Identify favorite books and share reasons for their choice with others • Self-select books at an independent level according to AR • Understands there is more than one form/genre of writing • Author Study • Illustrator Study • Sasquatch book award • Young Readers Choice Award
Fall	1.1.4 1.1.8 1.4.4 3.1.2 4.1.7	<ul style="list-style-type: none"> • Library Behavior/ expectations • Locating materials/ sections of the library • COMMON ASSESSMENT: "Locate materials: Title, Search, Shelf" 	<ul style="list-style-type: none"> • Demonstrate responsibility following library rules and procedures • Exhibit proper care of library materials and equipment • demonstrate appropriate audience and listening skills • Utilize the library media center, staff, and resources • Recognize the library is part of a large information network • Fiction nonfiction leveled books periodicals reference • Understands the basic divisions (100s) of the DDS and uses them to locate materials • Ability to use the online library catalog: searching by title, author, keyword, subject, series • Ability to physically locate the material after completing an online search
Winter	1.1.4 1.1.5	<ul style="list-style-type: none"> • Parts of a book • Non-fiction text features • COMMON ASSESSMENT: "Label Parts of a Book Diagram" 	<ul style="list-style-type: none"> • Copyright date, publisher, foreword, preface, • Introduce and reinforce captions, table of contents, glossary, maps, guide words, index, charts/graphs, tables, diagrams, sidebars, timelines, headings, subheadings, copyright date, publisher, appendices, bibliography
Spring	ETLS 2a	Digital Literacy	<ul style="list-style-type: none"> • Demonstrate the responsible use of technology • Understanding safety issues using technology at home, school and society