

Fourth Grade Skills

2019-2020

Yellow highlighted standards are ones that were currently being taught or that had not yet been taught as of 3/13/20. (Please keep in mind that every classroom may be in a slightly different place). **Green highlighted standards** are ones that would be good to review with your child will be reviewed in the coming weeks Teams are partnering together to develop lessons by content area. This means that one teacher will be focusing on reading for the next 9 weeks, one teacher on writing, one teacher on math, etc. For more information on these standards, please visit the Virginia Department of Education website or our PWCS Pacing Guide located in our Resources folder on the left. You can also visit the [PWCS Home Learning Website](#) for more activities and resources.

Reading

4.4 The student will expand vocabulary when reading.

- a) **Use context to clarify meanings of unfamiliar words.**
- b) Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words.
- c) Use word-reference materials.
- d) Use vocabulary from other content areas.
- e) Develop and use general and specialized vocabulary through speaking, listening, reading, and writing.

4.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction texts, and poetry.

- a) Describe how the choice of language, setting, and characters contributes to the development of plot.
- b) **Identify the theme(s).**
- c) **Summarize events in the plot.**
- d) Identify genres.
- e) Identify the narrator of a story and the speaker of a poem.
- f) **Identify the conflict and resolution.**
- g) Identify sensory words.
- h) Draw conclusions/make inferences about text using the text as support.
- i) **Compare/contrast details in literary and informational nonfiction texts.**
- j) **Identify cause and effect relationships.**
- k) Use reading strategies throughout the reading process to monitor comprehension.
- l) Read with fluency, accuracy, and meaningful expression.

4.6 The student will read and demonstrate comprehension of nonfiction texts.

- a) Use text features such as type, headings, and graphics, to predict and categorize information.
- b) **Explain the author's purpose.**
- c) **Identify the main idea.**
- d) **Summarize supporting details.**
- e) Draw conclusions and make inferences using textual information as support.
- f) Distinguish between cause and effect.
- g) Distinguish between fact and opinion.
- h) Use reading strategies throughout the reading process to monitor comprehension.
- i) Read with fluency, accuracy, and meaningful expression.

Writing

4.7 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.

- a) Engage in writing as a process.
- b) Select audience and purpose. These standards will be tied in with Reading, Science &VA Studies
- c) Narrow the topic.
- d) Use a variety of prewriting strategies.
- e) Recognize different forms of writing have different patterns of organization.
- f) Organize writing to convey a central idea.
- g) Write a clear topic sentence focusing on the main idea.
- h) Write related paragraphs on the same topic.
- i) Elaborate writing by including details to support the purpose.
- j) Express an opinion about a topic and provide fact-based reasons for support.
- k) Use transition words and prepositional phrases for sentence variety.
- l) Utilize elements of style, including word choice and sentence variation.
- m) Revise writing for clarity of content using specific vocabulary and information.

4.8 The student will self- and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English.

- a) Use subject-verb agreement.
- b) Eliminate double negatives.
- c) Use noun-pronoun agreement.
- d) Use commas in series, dates, and addresses.
- e) Correctly use adjectives and adverbs.
- f) Use quotation marks with dialogue.
- g) Use correct spelling including common homophones.
- h) Use singular possessives.

Research

4.9 The student will demonstrate comprehension of information resources to create a research product.

- a) Construct questions about a topic.
- b) Collect and organize information from multiple resources. Students will do this with bottle Projects and Science
- c) Evaluate the relevance and reliability of information.
- d) Give credit to sources used in research.
- e) Avoid plagiarism and use own words.
- f) Demonstrate ethical use of the Internet.

Math

- 4.1 The student will
- a) read, write, and identify the place and value of each digit in a nine-digit whole number;
 - b) compare and order whole numbers expressed through millions; and
 - c) round whole numbers expressed through millions to the nearest thousand, ten thousand, and hundred thousand.

- 4.2 The student will
- a) compare and order fractions and mixed numbers, with and without models;
 - b) represent equivalent fractions; and
 - c) identify the division statement that represents a fraction, with models and in context.

- 4.3 The student will
- a) read, write, represent, and identify decimals expressed through thousandths;
 - b) round decimals to the nearest whole number;
 - c) compare and order decimals; and
 - d) given a model, write the decimal and fraction equivalents.

4.4	<p>The student will</p> <ul style="list-style-type: none"> a) demonstrate fluency with multiplication facts through 12 x 12, and the corresponding division facts; b) estimate and determine sums, differences, and products of whole numbers; c) estimate and determine quotients of whole numbers, with and without remainders; and d) create and solve single-step and multistep practical problems involving addition, subtraction, and multiplication, and single-step practical problems involving division with whole numbers.
4.5	<p>The student will</p> <ul style="list-style-type: none"> a) determine common multiples and factors, including least common multiple and greatest common factor; b) add and subtract fractions and mixed numbers having like and unlike denominators; and c) solve single-step practical problems involving addition and subtraction with fractions and mixed numbers.
4.6	<p>The student will</p> <ul style="list-style-type: none"> a) add and subtract with decimals; and b) solve single-step and multistep practical problems involving addition and subtraction with decimals.
4.7	<p>The student will solve practical problems that involve determining perimeter and area in U.S. Customary and metric units.</p>
4.8	<p>The student will</p> <ul style="list-style-type: none"> a) estimate and measure length and describe the result in U.S. Customary and metric units; b) estimate and measure weight/mass and describe the result in U.S. Customary and metric units; c) given the equivalent measure of one unit, identify equivalent measures of length, weight/mass, and liquid volume between units within the U.S. Customary system; and d) solve practical problems that involve length, weight/mass, and liquid volume in U.S. Customary units.
4.9	<p>The student will solve practical problems related to elapsed time in hours and minutes within a 12-hour period.</p>
4.10	<p>The student will</p> <ul style="list-style-type: none"> a) identify and describe points, lines, line segments, rays, and angles, including endpoints and vertices; and b) identify and describe intersecting, parallel, and perpendicular lines.
4.11	<p>The student will identify, describe, compare, and contrast plane and solid figures according to their characteristics (number of angles, vertices, edges, and the number and shape of faces) using concrete models and pictorial representations.</p>
4.12	<p>The student will classify quadrilaterals as parallelograms, rectangles, squares, rhombi, and/or trapezoids.</p>
4.13	<p>The student will</p> <ul style="list-style-type: none"> a) determine the likelihood of an outcome of a simple event; b) represent probability as a number between 0 and 1, inclusive; and c) create a model or practical problem to represent a given probability.
4.14	<p>The student will</p> <ul style="list-style-type: none"> a) collect, organize, and represent data in bar graphs and line graphs; b) interpret data represented in bar graphs and line graphs; and c) compare two different representations of the same data (e.g., a set of data displayed on a chart and a bar graph, a chart and a line graph, or a pictograph and a bar graph).
4.15	<p>The student will identify, describe, create, and extend patterns found in objects, pictures, numbers, and tables.</p>
4.16	<p>The student will recognize and demonstrate the meaning of equality in an equation.</p>

Science

Scientific Investigation, Reasoning, and Logic

- 4.1 The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which
- distinctions are made among observations, conclusions, inferences, and predictions;
 - objects or events are classified and arranged according to characteristics or properties;
 - appropriate instruments are selected and used to measure length, mass, volume, and temperature in metric units;
 - appropriate instruments are selected and used to measure elapsed time;
 - predictions and inferences are made, and conclusions are drawn based on data from a variety of sources;
 - independent and dependent variables are identified;
 - constants in an experimental situation are identified;
 - hypotheses are developed as cause and effect relationships;
 - data are collected, recorded, analyzed, and displayed using bar and basic line graphs;
 - numerical data that are contradictory or unusual in experimental results are recognized;
 - data are communicated with simple graphs, pictures, written statements, and numbers;
 - models are constructed to clarify explanations, demonstrate relationships, and solve needs; and
 - current applications are used to reinforce science concepts.

Force, Motion, and Energy

- 4.2 The student will investigate and understand characteristics and interactions of moving objects. Key concepts include
- motion is described by an object's direction and speed;
 - changes in motion are related to force and mass;
 - friction is a force that opposes motion; and
 - moving objects have kinetic energy.
- 4.3 The student will investigate and understand the characteristics of electricity. Key concepts include
- conductors and insulators;
 - basic circuits;
 - static electricity;
 - the ability of electrical energy to be transformed into light and motion, and to produce heat;
 - simple electromagnets and magnetism; and
 - historical contributions in understanding electricity.

Life Processes

- 4.4 The student will investigate and understand basic plant anatomy and life processes. Key concepts include
- the structures of typical plants and the function of each structure;
 - processes and structures involved with plant reproduction;
 - photosynthesis; and
 - adaptations allow plants to satisfy life needs and respond to the environment.

Living Systems

- 4.5 The student will investigate and understand how plants and animals, including humans, in an ecosystem interact with one another and with the nonliving components in the ecosystem. Key concepts include
- a) plant and animal adaptations;
 - b) organization of populations, communities, and ecosystems and how they interrelate;
 - c) flow of energy through food webs;
 - d) habitats and niches;
 - e) changes in an organism's niche at various stages in its life cycle; and
 - f) influences of human activity on ecosystems.

Interrelationships in Earth/Space Systems

- 4.6 The student will investigate and understand how weather conditions and phenomena occur and can be predicted. Key concepts include
- a) weather phenomena;
 - b) weather measurements and meteorological tools; and
 - c) use of weather measurements and weather phenomena to make weather predictions.

Earth Patterns, Cycles, and Change

- 4.7 The student will investigate and understand the organization of the solar system. Key concepts include
- a) the planets in the solar system;
 - b) the order of the planets in the solar system; and
 - c) the relative sizes of the planets.
- 4.8 The student will investigate and understand the relationships among Earth, the moon, and the sun. Key concepts include
- a) the motions of Earth, the moon, and the sun;
 - b) the causes for Earth's seasons;
 - c) the causes for the phases of the moon;
 - d) the relative size, position, age, and makeup of Earth, the moon, and the sun; and
 - e) historical contributions in understanding the Earth-moon-sun system.

Earth Resources

- 4.9 The student will investigate and understand important Virginia natural resources. Key concepts include
- a) watersheds and water resources;
 - b) animals and plants;
 - c) minerals, rocks, ores, and energy sources; and
 - d) forests, soil, and land.

Social Studies

Skills

VS.1

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- a) analyzing and interpreting artifacts and primary and secondary sources to understand events in Virginia history;
- b) analyzing the impact of geographic features on people, places, and events to support an understanding of events in Virginia history;
- c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia history;
- d) recognizing points of view and historical perspectives;
- e) comparing and contrasting ideas and cultural perspectives in Virginia history;
- f) determining relationships with multiple causes or effects in Virginia history;
- g) explaining connections across time and place;
- h) using a decision-making model to identify costs and benefits of a specific choice made;
- i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities; and
- j) investigating and researching to develop products orally and in writing.

Virginia: The Physical Geography and Native Peoples

VS.2

The student will demonstrate an understanding of the relationship between physical geography and the lives of the native peoples, past and present, of Virginia by

- a) locating Virginia and its bordering states on maps of the United States;
- b) locating and describing Virginia's Coastal Plain (Tidewater), Piedmont, Blue Ridge Mountains, Valley and Ridge, and Appalachian Plateau;
- c) locating and identifying water features important to the early history of Virginia (Atlantic Ocean, Chesapeake Bay, James River, York River, Potomac River, Rappahannock River, and Lake Drummond and the Dismal Swamp);
- d) locating three American Indian language groups (the Algonquian, the Siouan, and the Iroquoian) on a map of Virginia;
- e) describing how American Indians related to the climate and their environment to secure food, clothing, and shelter;
- f) describing how archaeologists have recovered new material evidence at sites including Werowocomoco and Jamestown; and
- g) describing the lives of American Indians in Virginia today.

Colonization and Conflict: 1607 through the American Revolution

- VS.3 The student will demonstrate an understanding of the first permanent English settlement in America by
- explaining the reasons for English colonization;
 - describing the economic and geographic influences on the decision to settle at Jamestown;
 - describing the importance of the charters of the Virginia Company of London in establishing the Jamestown settlement;
 - identifying the importance of the General Assembly (1619) as the first representative legislative body in English America;
 - identifying the impact of the arrival of Africans and English women to the Jamestown settlement;
 - describing the hardships faced by settlers at Jamestown and the changes that took place to ensure survival; and
 - describing the interactions between the English settlers and the native peoples, including the role of the Powhatan in the survival of the settlers.
- VS.4 The student will demonstrate an understanding of life in the Virginia colony by
- explaining the importance of agriculture and its influence on the institution of slavery;
 - describing how the culture of colonial Virginia reflected the origins of American Indians, European (English, Scots-Irish, German) immigrants, and Africans;
 - explaining the reasons for the relocation of Virginia's capital from Jamestown to Williamsburg;
 - describing how money, barter, and credit were used; and
 - describing everyday life in colonial Virginia.
- VS.5 The student will demonstrate an understanding of the role of Virginia in the American Revolution by
- identifying the reasons why the colonies went to war with Great Britain, as expressed in the Declaration of Independence;
 - identifying the various roles of American Indians, whites, enslaved African Americans, and free African Americans in the Revolutionary War era, including George Washington, Thomas Jefferson, Patrick Henry, the Marquis de Lafayette, and James Lafayette;
 - identifying the importance of the American victory at Yorktown; and
 - examining the reasons for the relocation of Virginia's capital from Williamsburg to Richmond.

Political Growth and Western Expansion: 1781 to the Mid 1800s

- VS.6 The student will demonstrate an understanding of the role of Virginia in the establishment of the new American nation by
- explaining why George Washington is called the "Father of our Country" and James Madison is called the "Father of the Constitution";
 - identifying the ideas of George Mason, as expressed in the Virginia Declaration of Rights, and Thomas Jefferson, as expressed in the Virginia Statute for Religious Freedom; and
 - explaining the influence of geography and technological advances on the migration of Virginians into other states and western territories in the first half of the 1800s.

Civil War and Postwar Eras

- VS.7 The student will demonstrate an understanding of the issues that divided our nation and led to the Civil War by
- explaining the major events and the differences between northern and southern states that divided Virginians and led to secession, war, and the creation of West Virginia;
 - describing Virginia's role in the war, including identifying major battles that took place in Virginia; and
 - describing the roles of American Indians, whites, enslaved African Americans, and free African Americans.
- VS.8 The student will demonstrate an understanding of the reconstruction of Virginia following the Civil War by
- identifying the effects of Reconstruction on life in Virginia;
 - identifying the effects of segregation and "Jim Crow" on life in Virginia for American Indians, whites, and African Americans; and
 - describing the importance of railroads, new industries, and the growth of cities to Virginia's economic development.

Virginia: 1900 to the Present

- VS.9 The student will demonstrate an understanding of Virginia during the twentieth century and beyond by
- describing the economic and social transition from a rural, agricultural society to a more urban, industrialized society;
 - describing how national events, including women's suffrage and the Great Depression, affected Virginia and its citizens;
 - describing the social and political events in Virginia linked to desegregation and Massive Resistance and their relationship to national history; and
 - describing the political, social, or economic impact made by Maggie L. Walker; Harry F. Byrd, Sr.; Oliver W. Hill, Sr.; Arthur R. Ashe, Jr.; A. Linwood Holton, Jr.; and L. Douglas Wilder.
- VS.10 The student will demonstrate an understanding of Virginia government, geography, and economics by
- identifying the three branches of Virginia government and the function of each;
 - describing the major products and industries important to Virginia's economy;
 - explaining how advances in transportation, communications, and technology have contributed to Virginia's prosperity and role in the global economy.