

Grade 4 Parent's Guide to Marking Period 1

During Marking Period 1, students in Grade 4 receive instruction on the concepts and skills described below.

PLEASE NOTE: Skills and Concepts in *Italics* Are Taught but Not Graded on the Report Card.

MATHEMATICS 4/5

Numbers and Operations in Base Ten

- Recognize that in a multi-digit whole number, a digit in one place represents 10 times what it represents in the place to its right.
- Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form.
- Compare two multi-digit numbers using $>$, $=$, and $<$ symbols.
- Use place-value understanding to round multi-digit whole numbers to any place.
- Fluently add and subtract multi-digit whole numbers using the standard algorithm.
- Multiply a whole number of up to four digits by a one-digit whole number, and multiply two 2-digit numbers.
- Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors.

Operations and Algebraic Thinking

- Interpret a multiplication equation as a comparison (e.g., $35 = 5 \times 7$ as a statement that 35 is five times as many as 7 and seven times as many as 5).
- Multiply or divide to solve word problems.
- Solve multistep word problems posed with whole numbers using the four operations, including problems in which remainders must be interpreted. Represent these problems with a letter standing for the unknown.

Measurement and Data

- Apply the area and perimeter formulas for rectangles in real-world and math problems.
- Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals.

READING

Reading Comprehension: Literature

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine a theme of a story from details in the text.
- Describe in depth a character, setting, or event in a story, drawing on specific details in the text. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) in stories.
- Read and comprehend literature appropriately complex for Grade 4.

Reading Comprehension: Informational

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- Compare and contrast a firsthand and secondhand account of the same event or topic.
- Read and comprehend informational texts appropriately complex for Grade 4.

Language: Vocabulary Acquisition and Use

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 4 topics and texts.

WRITING

Narrative

- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- Provide a conclusion that follows from the narrated experiences or events.

Informative/Explanatory

- *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.*
- *Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic and provide a concluding statement or section related to the information or explanation presented.*

Opinion

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- 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.

Process, Production, and Research

- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
- Conduct short research projects that build knowledge through investigation of different aspects of a topic.

- Write routinely over extended time frames and shorter time frames or a range of discipline-specific tasks, purposes, and audiences.

Use of Language

- Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SCIENCE

Life Science

- Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.
- Support an argument that plants get the materials they need for growth chiefly from air and water.

Physical Science

- Use models to describe that energy in animals' food was once energy from the sun.

Engineering Design and Process

- Generate and compare multiple possible solutions.
- Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

SOCIAL STUDIES

Geography

- Use geographic tools to locate places and describe the human and physical characteristics of those places.
- Describe and analyze population growth, migration, and settlement patterns in Maryland and the United States.
- Explain why and how people adapt to and modify the natural environment and the impact of those modifications.

INFORMATIONAL LITERACY

- *Locate, select, and evaluate sources to meet the information need.*
- *Use an appropriate and accepted citation style to create a source list.*
- *Use safe practices when online.*

ART

Creating and Connecting to Art

- Represent relationships among observed people, animals, and objects in a composition by selecting and using the elements of art to achieve specific effects.
- Organize the elements of art: color, line, shape, texture, form, value, and space and selected principles of design: pattern, repetition, contrast, rhythm/movement, balance, and unity to create artworks in response to what is observed or seen.

Presenting and Responding to Art

- Compare and describe how artists communicate point of view and mood using art vocabulary.
- Analyze selected works of art and describe how different artists express ideas and feelings about human experience.
- Compare selected artworks to determine similarities and differences in theme, content, form, and style.

MUSIC

Performing Music

- Perform accurately rhythmic and melodic ostinatos, while other students sing or play contrasting parts.
- Perform songs and dances from a variety of historical periods and world cultures, including some connected to general classroom studies.

Reading and Notating Music

- *Read and perform a simple melody on the treble staff using solfeggio or a comparable system.*

Responding to Music

- Identify contrasting and repeating phrases within a given section of music.

PHYSICAL EDUCATION

Health-enhancing Physical Fitness and Activity

- Define resting heart rate, target heart rate, and maximum heart rate.
- Examine and compare individual muscular strength and muscular endurance.

Movement Skills and Concepts

- Recognize the importance of self-evaluation and feedback in the improvement of motor skills.
- Demonstrate proficiency in catching and passing with hands and feet.

HEALTH EDUCATION

Mental and Emotional Health (MH)

- *Recognize effective communication skills.*
- *Examine the steps in the decision-making process.*

Alcohol, Tobacco, and Other Drugs (ATOD)

- *Identify and examine physical consequences of alcohol use.*