



CLASSROOMS in ACTION

Your First Stop for K-12 Resources

www.ilclassroomsinaction.org



Illinois Learning Standards

4TH GRADE

CONDENSED LIST OF STANDARDS FOR ENGLISH LANGUAGE ARTS,
FINE ARTS, MATHEMATICS, SCIENCE, PHYSICAL
DEVELOPMENT/HEALTH, SOCIAL/EMOTIONAL LEARNING, AND
SOCIAL SCIENCE

Compiled by ISBE Content Specialists

ENGLISH LANGUAGE ARTS – 4th GRADE**COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR READING***Key Ideas and Details*

- CCR.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCR.R.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

- CCR.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- CCR.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- CCR.R.6 Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- CCR.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- CCR.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- CCR.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

- CCR.R.10 Read and comprehend complex literary and informational texts independently and proficiently.

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR LANGUAGE*Conventions of Standard English*

- CCR.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- CCR.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- CCR.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- CCR.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- CCR.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR WRITING*Text Types and Purposes*

- CCR.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- CCR.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- CCR.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

- CCR.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCR.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

- CCR.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- CCR.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- CCR.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

- CCR.W.10 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 tasks, purposes, and audiences.

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR SPEAKING AND LISTENING*Comprehension and Collaboration*

- CCR.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- CCR.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCR.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- CCR.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

READING STANDARDS FOR LITERATURE*Key Ideas and Details*

- RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- RL.4.3 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).

Craft and Structure

- RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
- RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Integration of Knowledge and Ideas

- RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Range of Reading and Level of Text Complexity

- RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

READING STANDARDS FOR INFORMATIONAL TEXT*Key Ideas and Details*

- RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.4.3 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.

Craft and Structure

- RI.4.4 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.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Integration and Knowledge and Ideas

- RI.4.7 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.4.8 Explain how an author uses reasons and evidence to support particular points in a text.
- RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity

- RI.4.10 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.

READING STANDARDS: FOUNDATIONAL SKILLS*Phonics and Word Recognition*

- RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.4.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

- RF.4.4 Read with sufficient accuracy and fluency to support comprehension.
- RF.4.4.a Read on-level text with purpose and understanding.
- RF.4.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
- RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

WRITING STANDARDS*Text Types and Purposes*

- W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information
- W.4.1.a 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.b Provide reasons that are supported by facts and details.
 - W.4.1.c Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
 - W.4.1.d Provide a concluding statement or section related to the opinion presented.
- W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- 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 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.4.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - W.4.3.b Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - W.4.3.c Use a variety of transitional words and phrases to manage the sequence of events.
 - W.4.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - W.4.3.e Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

- W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.4.6 With some guidance and support from adults, 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.

Research to Build and Present Knowledge

- W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

- W.4.10 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.

SPEAKING AND LISTENING STANDARDS*Comprehension and Collaboration*

- SL.4.1 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, building on others' ideas and expressing their own clearly.
- SL.4.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles.
 - SL.4.1.c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas

- SL.4.4 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.
- SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

LANGUAGE STANDARDS*Conventions of Standard English*

- L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.4.1.a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
 - L.4.1.b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
 - L.4.1.c Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
 - L.4.1.d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

- L.4.1.e Form and use prepositional phrases.
- L.4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- L.4.1.g Correctly use frequently confused words (e.g., to, too, two; there, their).
- L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - L.4.2.a Use correct capitalization.
 - L.4.2.b Use commas and quotation marks to mark direct speech and quotations from a text.
 - L.4.2.c Use a comma before a coordinating conjunction in a compound sentence.
 - L.4.2.d Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

- L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - L.4.3.a Choose words and phrases to convey ideas precisely.
 - L.4.3.b Choose punctuation for effect.
 - L.4.3.c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Vocabulary Acquisition And Use

- L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
 - L.4.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
 - L.4.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - L.4.5.a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
 - L.4.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.
 - L.4.5.c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

FINE ARTS – 4th GRADE

DANCE

CREATING

Explore – Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- DA:Cr1.1.4
 - a. Identify ideas for choreography generated from a variety of stimuli (for example, music/ sound, text, objects, images, notation, observed dance, experiences).
 - b. Develop a movement problem and manipulate the elements of dance as tools to find a solution.

Plan – Anchor Standard 2: Organize and develop artistic ideas and work.

- DA:Cr2.1.4
 - a. Manipulate or modify choreographic devices to expand movement possibilities and create a variety of movement patterns and structures. Discuss movement choices.
 - b. Develop a dance study that expresses and communicates a main idea. Discuss the reasons and effectiveness of the movement choices.

Revise- Anchor Standard 3: Revise, refine, and complete artistic work.

- DA:Cr3.1.4
 - a. Revise movement based on peer feedback and self-reflection to improve communication of artistic intent in a short dance study. Explain choices made in the process.
 - b. Depict the relationships between two or more dancers in a dance phrase by drawing a picture or using symbols (for example, next to, above, below, behind, in front of).

PERFORMING

Express- Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- DA:Pr4.1.4
 - a. Make static and dynamic shapes with positive and negative space. Perform elevated shapes (jump shapes) with soft landings and movement sequences alone and with others, establishing relationships with other dancers through focus of eyes.
 - b. Accompany other dancers using a variety of percussive instruments and sounds. Respond in movement to even and uneven rhythms. Recognize and respond to tempo changes as they occur in dance and music.
 - c. Analyze movements and phrases for use of energy and dynamic changes and use adjectives and adverbs to describe them. Refine the phrases by incorporating a range of movement characteristics.

Embody- Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- DA:Pr5.1.4
- Demonstrate fundamental dance skills (for example, alignment, coordination, balance, core support, kinesthetic awareness) and movement qualities when replicating and recalling patterns and sequences of locomotor and non-locomotor movements.
 - Execute techniques that extend movement range, build strength, and develop endurance. Explain the relationship between execution of technique, safe body-use, and healthy nutrition.
 - Coordinate phrases and timing with other dancers by cueing off each other and responding to stimuli cues (for example, music, text, lighting). Reflect on feedback from others to inform personal dance performance goals.

Present-Anchor Standard 6: Convey meaning through the presentation of artistic work.

- DA:Pr6.1.4
- Consider how to establish a formal performance space from an informal setting (for example, gymnasium).
 - Identify, explore, and experiment with a variety of production elements to heighten the artistic intent and audience experience.

RESPONDING**Analyze- Anchor Standard 7: Perceive and analyze artistic work.**

- DA:Re7.1.4
- Identify patterns of movement in dance works that create a style or theme.
 - Demonstrate and explain how dance styles differ within a genre or within a cultural movement practice.

Interpret- Anchor Standard 8: Construct meaningful interpretations of artistic work.

- DA:Re8.1.4
- Relate movements, ideas, and context to decipher meaning in a dance, using basic dance terminology.

Critique – Anchor Standard 9: Apply criteria to evaluate artistic work.

- DA:Re9.1.4
- Discuss the characteristics of a famous work of art (for example, choreography). Apply those characteristics to dances observed or performed in a specific genre, style, or cultural movement practice. Use basic dance terminology.

CONNECTING**Synthesize – Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.**

- DA:Cn10.1.4
- Relate the main idea or content in a dance to other experiences. Explain how the main idea of a dance is similar to or different from one's own experiences, relationships, ideas, or perspectives.
 - Develop and research a question about a key aspect of a dance. Choreograph a dance that communicates the learned information. Discuss the meaning of the dance and describe other possible forms of expression to communicate the topic.

Relate – Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- DA:Cn11.1.4
- Select and describe movements in a specific genre or style and explain how the movements relate to the culture, society, historical period, or community from which the dance originated.

MEDIA ARTS**CREATING****Conceive – Anchor Standard 1: Generate and conceptualize artistic ideas and work.**

- MA:Cr1.1.4
- Develop multiple ideas for media artworks using a variety of tools, methods, and/or materials.

Develop – Anchor Standard 2: Organize and develop artistic ideas and work.

- MA:Cr2.1.4
- Discuss, assemble, and experiment, with ideas, plans, and models for media arts productions, considering the artistic goals and the presentation.

Construct – Anchor Standard 3: Revise, refine, and complete artistic work.

- MA:Cr3.1.4
- Structure and arrange various content and components to convey purpose and meaning in different media arts productions, applying sets of associated principles (for example, balance, contrast).
 - Demonstrate the intentional use of elements in a media artwork.

PRODUCING**Integrate – Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.**

- MA:Pr4.1.4
- Demonstrate how a variety of content (for example, arts, media, other academic curriculum forms) may be integrated into media artworks for presentation.

Practice – Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- MA:Pr5.1.4
- Enact identified roles to practice foundational artistic, design, technical, and soft skills (for example, formal technique, equipment usage, production, collaboration) in media arts productions and presentations.
 - Practice foundational innovative abilities (for example, design thinking) in addressing problems within and through media arts productions.
 - Demonstrate use of tools and techniques in standard and novel ways while constructing media artworks.

Present – Anchor Standard 6: Convey meaning through the presentation of artistic work.

- MA:Pr6.1.4
- Explain the presentation conditions and fulfill a role and processes in presenting or distributing media artworks.
 - Explain the results of, and improvements for, presenting media artworks.

RESPONDING**Perceive – Anchor Standard 7: Perceive and analyze artistic work.**

- MA:Re7.1.4
- Identify, describe, and explain how messages are created by components in media artworks.
 - Identify, describe, and, with guidance, explain how various forms, methods, and styles in media artworks manage audience experience.

Interpret – Anchor Standard 8: Construct meaningful interpretations of artistic work.

- MA:Re8.1.4
- Determine and explain reactions and interpretations to a variety of media artworks, considering their purpose and context.

Evaluate – Anchor Standard 9: Apply criteria to evaluate artistic work.

- MA:Re9.1.4
- Identify and apply basic criteria for evaluating and improving media artworks and production processes, considering context.

CONNECTING

Synthesize – Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- MA:Cn10.1.4
- Examine and use personal and external resources (for example, interests, research, cultural understanding) to create media artworks.
 - Examine and show how media artworks form meanings, situations, or cultural experiences (for example, online spaces).

Relate- Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- MA:Cn11.1.4
- Explain verbally and/or in media artworks how media artworks and ideas relate to everyday and cultural life (for example, fantasy and reality, technology use).
 - Examine and interact appropriately with media arts tools and environments, considering ethics, rules, and fairness.

MUSIC**CREATING**

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- MU:Cr1.1.4
- Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (for example, social, cultural, historical).

Anchor Standard 2: Organize and develop artistic ideas and work.

- MU:Cr2.1.4
- Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.
 - Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.

Anchor Standard 3: Revise, refine, and complete artistic work.

- MU:Cr3.1.4
- Refine and document revisions to personal music, applying teacher-provided and collaboratively developed criteria and feedback to show improvement over time.
 - Present the final version of personal created music to others and explain connection to expressive intent.

PERFORMING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- MU:Pr4.1.4
- Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and musicianship.
 - Demonstrate understanding of the structure and the elements of music in music selected for performance.
 - When analyzing selected music, read and perform using iconic and/or standard notation.
 - Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (for example, dynamics, tempo, timbre).

Practice – Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- MU:Pr5.1.4
- Apply teacher provided and collaboratively developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- MU:Pr6.1.4
- Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.
 - Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- MU:Re7.1.4
- Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
 - Demonstrate and describe how responses to music are informed by the structure, the use of the elements of music, and context (for example, social, cultural).

Anchor Standard 8: Construct meaningful interpretations of artistic work.

- MU:Re8.1.4
- Demonstrate and explain how the expressive qualities (for example, dynamics, tempo, timbre) are used in performers' and personal interpretations to reflect expressive intent.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- MU:Re9.1.4
- Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- MU:Cn10.1.4
- Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music as developmentally appropriate.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- MU:Cn11.1.4
- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life as developmentally appropriate.

THEATRE**CREATING**

Envision/Conceptualize – Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- TH:Cr1.1.4
- Articulate the visual details of imagined worlds and improvised stories that support the given circumstances in a drama/theatre work.
 - Propose design ideas that support the story and given circumstances in a drama/theatre work.
 - Collaborate to determine how characters interrelate to support the overall story and given circumstances in a drama/theatre work.

Develop – Anchor Standard 2: Organize and develop artistic ideas and work.

- TH:Cr2.1.4 a. Collaborate to devise original ideas for a drama/theatre work by asking questions about characters and plots.
b. Demonstrate mutual respect for self and others and their roles in preparing or devising a drama/theatre work.

Develop – Anchor Standard 3: Revise, refine, and complete artistic work.

- TH:Cr3.1.4 a. Collaborate with peers to revise, refine, and adapt ideas to fit the given parameters of a drama/theatre work.
b. Develop physical and vocal exercise techniques for an improvised or scripted drama/theatre work.
c. Collaborate on solutions to design and technical problems that arise in rehearsal for a drama/theatre work.

PERFORMING*Select – Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.*

- TH:Pr4.1.4 a. Describe the underlying thoughts and emotions that impact the dramatic structure in a drama/theatre work.
b. Alter voice and body to expand and articulate nuances of a character in a scene.

Prepare – Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- TH:Pr5.1.4 a. Recognize how acting exercises and techniques can be applied to a drama/theatre work.
b. Propose the use of technical elements in a drama/theatre work.

PERFORMING*Share, Present*

- TH:Pr6.1.4 a. Communicate for a specific purpose through a drama/theatre work with peers as an audience.

RESPONDING*Reflect – Anchor Standard 7: Perceive and analyze artistic work.*

- TH:Re7.1.4 a. Identify artistic choices made in a drama/theatre work through participation and observation.

Interpret – Anchor Standard 8: Construct meaningful interpretations of artistic work.

- TH:Re8.1.4 a. Consider personal experiences when participating in a drama/theatre work.
b. Identify different cultural elements that contribute to a drama/ theatre experience.
c. Investigate the text and make connections to personal feelings in a drama/theatre work.

Evaluate – Anchor Standard 9: Apply criteria to evaluate artistic work.

- TH:Re9.1.4 a. Propose criteria as a class or group to evaluate drama/theatre work.
b. Investigate how technical elements may support a theme or idea in a drama/theatre work.
c. Observe how a character's choices impact an audience's perspective in a drama/ theatre work.

CONNECTING*Empathize – Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.*

- TH:Cn10.1.4 a. Identify the ways drama/theatre work reflects the perspectives of a community or culture.

Interrelate – Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- TH:Cn11.1.4 a. Respond to community and social issues and incorporate other content areas in drama/theatre work.

Research – Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- TH:Cn11.2.4 a. Investigate cross cultural approaches to storytelling in drama/ theatre work.
b. Identify historical sources that explain drama/theatre terminology and design conventions.

VISUAL ARTS**CREATING***Investigate, Plan, Make – Anchor Standard 1: Generate and conceptualize artistic ideas and work.*

- VA:Cr1.1.4 a. Brainstorm multiple approaches to a creative art or design problem.

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- VA:Cr1.2.4 a. Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.

Investigate – Anchor Standard 2: Organize and develop artistic ideas and work.

- VA:Cr2.1.4 a. Explore and invent art-making techniques and approaches.

Investigate – Anchor Standard 2: Organize and develop artistic ideas and work.

- VA:Cr2.2.4 a. When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.

Investigate – Anchor Standard 2: Organize and develop artistic ideas and work.

- VA:Cr2.3.4 a. Document, describe, and represent regional constructed environments.

Reflect, Refine, Continue – Anchor Standard 3: Revise, refine, and complete artistic work.

- VA:Cr3.1.4 a. Elaborate visual information by adding details in an artwork to enhance emerging meaning.

PRESENTING*Relate – Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.*

- VA:Pr4.1.4 a. Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.

Select – Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- VA:Pr5.1.4 a. Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats.

Analyze – Anchor Standard 6: Convey meaning through the presentation of artistic work.

- VA:Pr6.1.4 a. Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide.

RESPONDING*Share – Anchor Standard 7: Perceive and analyze artistic work.*

- VA:Re7.1.4 a. Compare responses to a work of art before and after working in similar media.

Perceive – Anchor Standard 7: Perceive and analyze artistic work.

- VA:Re7.2.4 a. Analyze components in visual imagery that convey messages.

Anchor Standard 8: Construct meaningful interpretations of artistic work.

VA:Re8.1.4 a. Communicate feelings when engaging works of art and describe subject matter, formal characteristics, and art-making approaches to discuss meanings of artwork.

Analyze – Anchor Standard 9: Apply criteria to evaluate artistic work.

VA:Re9.2.4 a. Apply one set of criteria to evaluate more than one work of art.

CONNECTING

Interpret – Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

VA:Cn10.1.4 a. Create works of art that reflect community or cultural traditions.

Synthesize – Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

VA:Cn11.1.4 a. Through observation, infer information about time, place, and culture in which a work of art was created.

MATHEMATICS – 4th GRADE

STANDARDS FOR MATHEMATICAL PRACTICE

MP

- MP.1 Make sense of problems and persevere in solving them.
 MP.2 Reason abstractly and quantitatively.
 MP.3 Construct viable arguments and critique the reasoning of others.
 MP.4 Model with mathematics.
 MP.5 Use appropriate tools strategically.
 MP.6 Attend to precision.
 MP.7 Look for and make use of structure.
 MP.8 Look for and express regularity in repeated reasoning.

OPERATIONS AND ALGEBRAIC THINKING

OA

Use the four operations with whole numbers to solve problems.

- 4.OA.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.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.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.

Gain familiarity with factors and multiples.

- 4.OA.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.

Generate and analyze patterns.

- 4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.

NUMBER AND OPERATIONS IN BASE TEN

NBT

Generalize place value understanding for multi-digit whole numbers.

- 4.NBT.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.
 4.NBT.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.3 Use place value understanding to round multi-digit whole numbers to any place.

Use place value understanding and properties of operations to perform multi-digit arithmetic.

- 4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.
 4.NBT.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.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.

MEASUREMENT AND DATA

MD

Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

- 4.MD.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table.
 4.MD.2 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, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
 4.MD.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems.

Represent and interpret data.

4.MD.4 Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots.

Geometric measurement: understand concepts of angle and measure angles.

4.MD.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:

4.MD.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.

4.MD.7 Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.

GEOMETRY**G***Draw and identify lines and angles, and classify shapes by properties of their lines and angles.*

4.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

4.G.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.

4.G.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

NUMBER AND OPERATIONS—FRACTIONS**NF***Extend understanding of fraction equivalence and ordering.*

4.NF.1 Explain why a fraction $\frac{a}{b}$ is equivalent to a fraction $\frac{n \times a}{n \times b}$ 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.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 $\frac{1}{2}$. 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.

Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

4.NF.3 Understand a fraction $\frac{a}{b}$ with $a > 1$ as a sum of fractions $\frac{1}{b}$.

4.NF.3.a Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.

4.NF.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.

4.NF.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.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.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

4.NF.4.a For example, use a visual fraction model to represent $\frac{5}{4}$ as the product $5 \times (\frac{1}{4})$, recording the conclusion by the equation $\frac{5}{4} = 5 \times (\frac{1}{4})$.

4.NF.4.b Understand a multiple of $\frac{a}{b}$ as a multiple of $\frac{1}{b}$, and use this understanding to multiply a fraction by a whole number.

4.NF.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.

Understand decimal notation for fractions, and compare decimal fractions.

4.NF.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.

4.NF.6 Use decimal notation for fractions with denominators 10 or 100.

4.NF.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.

PHYSICAL DEVELOPMENT AND HEALTH – 4th GRADE**ACQUIRE MOVEMENT AND MOTOR SKILLS AND UNDERSTAND CONCEPTS NECESSARY TO ENGAGE IN MODERATE TO VIGOROUS PHYSICAL ACTIVITY.***Demonstrate Physical Competency In A Variety Of Motor Skills And Movement Patterns.*

- 19.A.2a Demonstrate control when performing combinations and sequences in locomotor, non- locomotor, and manipulative motor patterns.
- 19.A.2b Participate daily in moderate to vigorous physical activity while performing multiple basic movement patterns with additional combination movement patterns.

Analyze Various Movement Concepts And Applications.

- 19.B.2a Identify the principles of movement (e.g., absorption and application of force, equilibrium).
- 19.B.2b Develop a basic understanding of multiple basic movement patterns with additional combination movement patterns.

Demonstrate Knowledge Of Rules, Safety And Strategies During Physical Activity.

- 19.C.2a Identify and apply rules and safety procedures in physical activities.
- 19.C.2b Identify offensive, defensive, and cooperative strategies in selected activities and games.

ACHIEVE AND MAINTAIN A HEALTH-ENHANCING LEVEL OF PHYSICAL FITNESS BASED UPON CONTINUAL SELF-ASSESSMENT.*Know And Apply The Principles And Components Of Health-Related And Skill-Related Fitness As Applied To Learning And Performance Of Physical Activities.*

- 20.A.2a Describe the benefits of maintaining a health-enhancing level of fitness.
- 20.A.2b Regularly participate in physical activity for the purpose of sustaining or improving individual levels of health-related and skill-related fitness.

Assess Individual Fitness Levels.

- 20.B.2a Monitor individual heart rate before, during, and after physical activity, with and without the use of technology.
- 20.B.2b Match recognized assessments of health- related fitness (e.g., FitnessGram) to corresponding components of fitness.

Set Goals Based On Fitness Data And Develop, Implement, And Monitor An Individual Fitness Improvement Plan.

- 20.C.2a Set a personal health-related fitness goal.
- 20.C.2b Demonstrate the relationship between movement and health-related and skill-related fitness components (e.g., running/cardiorespiratory, tug-of- war/strength).

DEVELOP SKILLS NECESSARY TO BECOME A SUCCESSFUL MEMBER OF A TEAM BY WORKING WITH OTHERS DURING PHYSICAL ACTIVITY.*Demonstrate Personal Responsibility During Group Physical Activities.*

- 21.A.2a Accept responsibility for one's own actions in group physical activities.
- 21.A.2b Use identified procedures and safe practices without reminders during group physical activities.
- 21.A.2c Work independently on task until completed.

Demonstrate Cooperative Skills During Structured Group Physical Activity.

- 21.B.2a Work cooperatively with a partner or small group to reach a shared goal during physical activity.

UNDERSTAND PRINCIPLES OF HEALTH PROMOTION AND THE PREVENTION AND TREATMENT OF ILLNESS AND INJURY.*Explain The Basic Principles Of Health Promotion, Illness Prevention And Safety Including How To Access Valid Information, Products, And Services.*

- 22.A.2a Describe benefits of early detection and treatment of illness.
- 22.A.2b Demonstrate strategies for the prevention and reduction of communicable and non-communicable disease (e.g., practicing cleanliness, making healthy food choices, understanding the importance of immunizations, and regular health screenings).
- 22.A.2c Describe and compare health and safety methods that reduce the risks associated with dangerous situations (e.g., wearing seat belts and helmets, using sunscreen).

Describe And Explain The Factors That Influence Health Among Individuals, Groups, And Communities.

- 22.B.2a Describe how individuals and groups influence the health of individuals (e.g., peer pressure, media and advertising).

Explain How The Environment Can Affect Health.

- 22.C.2a Explain interrelationships between the environment and individual health (e.g., pollution and respiratory problems, sun and skin cancer).

Describe How To Advocate For The Health Of Individuals, Families And Communities.

- 22.D.2a Express opinions about health issues and communicate individual health needs.

UNDERSTAND HUMAN BODY SYSTEMS AND FACTORS THAT INFLUENCE GROWTH AND DEVELOPMENT.*Describe And Explain The Structure And Functions Of The Human Body Systems And How They Interrelate.*

- 23.A.2a Identify basic body systems and their functions (e.g., circulatory, respiratory, nervous).

Explain The Effects Of Health-Related Actions On The Body Systems.

- 23.B.2a Differentiate between positive and negative effects of health-related actions on body systems (e.g., drug use, exercise, diet).

Describe Factors That Affect Growth And Development.

- 23.C.2a Identify physical, mental, social and cultural factors affecting growth and development of children (e.g., nutrition, self-esteem, family, and illness).

- 23.C.2b Identify stages in growth and development (e.g., stages in the life cycle from infancy to old age).

Describe And Explain The Structures And Functions Of The Brain And How They Are Impacted By Different Types Of Physical Activity And Levels Of Fitness.

- 23.D.2a Locate, identify and describe functions of the basic parts of the brain.

PROMOTE AND ENHANCE HEALTH AND WELL-BEING THROUGH THE USE OF EFFECTIVE COMMUNICATION AND DECISION-MAKING SKILLS.

Demonstrate Procedures For Communicating In Positive Ways, Resolving Differences And Preventing Conflict.

24.A.2a Identify causes and consequences of conflict among youth.

24.A.2b Demonstrate positive verbal and nonverbal communication skills (e.g., polite conversation, attentive listening, body language).

Apply Decision-Making Skills Related To The Protection And Promotion Of Individual, Family, And Community Health.

24.B.2a Describe key elements of a decision-making process.

Demonstrate Skills Essential To Enhancing Health And Avoiding Dangerous Situations.

24.C.2a Describe situations where refusal skills are necessary (e.g., cyber bullying, pressure to smoke, use alcohol, and other drugs; join gangs; physical abuse; and exploitation).

SCIENCE (NGSS) – 4th GRADE

PHYSICAL SCIENCE

ENERGY

STUDENTS WHO DEMONSTRATE UNDERSTANDING CAN...

- 4-PS3-1 Use evidence to construct an explanation relating the speed of an object to the energy of that object. *Assessment Boundary: Assessment does not include quantitative measures of changes in the speed of an object or on any precise or quantitative definition of energy.*
- 4-PS3-2 Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. *Assessment Boundary: Assessment does not include quantitative measurements of energy.*
- 4-PS3-3 Ask questions and predict outcomes about the changes in energy that occur when objects collide. *Clarification Statement: Emphasis is on the change in the energy due to the change in speed, not on the forces, as objects interact. Assessment Boundary: Assessment does not include quantitative measurements of energy.*
- 4-PS3-4 Apply scientific ideas to design, test, and refine a device that converts energy from one form to another. ** Clarification Statement: Examples of devices could include electric circuits that convert electrical energy into motion energy of a vehicle, light, or sound; and, a passive solar heater that converts light into heat. Examples of constraints could include the materials, cost, or time to design the device. Assessment Boundary: Devices should be limited to those that convert motion energy to electric energy or use stored energy to cause motion or produce light or sound.*

WAVES AND THEIR APPLICATIONS IN TECHNOLOGIES FOR INFORMATION TRANSFER

- 4-PS4-1 Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move. *Clarification Statement: Examples of models could include diagrams, analogies, and physical models using wire to illustrate wavelength and amplitude of waves. Assessment Boundary: Assessment does not include interference effects, electromagnetic waves, non-periodic waves, or quantitative models of amplitude and wavelength.*
- 4-PS4-2 Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen. *Assessment Boundary: Assessment does not include knowledge of specific colors reflected and seen, the cellular mechanisms of vision, or how the retina works.*
- 4-PS4-3 Generate and compare multiple solutions that use patterns to transfer information.* *Clarification Statement: Examples of solutions could include drums sending coded information through sound waves, using a grid of 1's and 0's representing black and white to send information about a picture, and using Morse code to send text.*

LIFE SCIENCE

FROM MOLECULES TO ORGANISMS: STRUCTURES AND PROCESSES

- 4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. *Clarification Statement: Examples of structures could include thorns, stems, roots, colored petals, heart, stomach, lung, brain, and skin. Assessment Boundary: Assessment is limited to macroscopic structures within plant and animal systems.*
- 4-LS1-2 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. *Clarification Statement: Emphasis is on systems of information transfer. Assessment Boundary: Assessment does not include the mechanisms by which the brain stores and recalls information or the mechanisms of how sensory receptors function.*

EARTH AND SPACE SCIENCE**EARTH'S PLACE IN THE UNIVERSE**

- 4-ESS1-1 Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. *Clarification Statement: Examples of evidence from patterns could include rock layers with marine shell fossils above rock layers with plant fossils and no shells, indicating a change from land to water over time; and, a canyon with different rock layers in the walls and a river in the bottom, indicating that over time a river cut through the rock. Assessment Boundary: Assessment does not include specific knowledge of the mechanism of rock formation or memorization of specific rock formations and layers. Assessment is limited to relative time.*

EARTH'S SYSTEMS

- 4-ESS2-1 Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. *Clarification Statement: Examples of variables to test could include angle of slope in the downhill movement of water, amount of vegetation, speed of wind, relative rate of deposition, cycles of freezing and thawing of water, cycles of heating and cooling, and volume of water flow. Assessment Boundary: Assessment is limited to a single form of weathering or erosion.*
- 4-ESS2-2 Analyze and interpret data from maps to describe patterns of Earth's features.* *Clarification Statement: Maps can include topographic maps of Earth's land and ocean floor, as well as maps of the locations of mountains, continental boundaries, volcanoes, and earthquakes.*

EARTH AND HUMAN ACTIVITY

- 4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment. *Clarification Statement: Examples of renewable energy resources could include wind energy, water behind dams, and sunlight; non-renewable energy resources are fossil fuels and fissile materials. Examples of environmental effects could include loss of habitat due to dams, loss of habitat due to surface mining, and air pollution from burning of fossil fuels.*
- 4-ESS3-2 Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.* *Clarification Statement: Examples of solutions could include designing an earthquake resistant building and improving monitoring of volcanic activity. Assessment Boundary: Assessment is limited to earthquakes, floods, tsunamis, and volcanic eruptions.*

ENGINEERING**ENGINEERING DESIGN**

- 3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
- 3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
- 3-5-ETS1-3 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.

*The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea. The section entitled "Disciplinary Core Ideas" is reproduced verbatim from A Framework for K-12 Science Education: Practices, Cross-Cutting Concepts, and Core Ideas. Integrated and reprinted with permission from the National Academy of Sciences.

SOCIAL / EMOTIONAL LEARNING – 4th GRADE**DEVELOP SELF-AWARENESS AND SELF-MANAGEMENT SKILLS TO ACHIEVE SCHOOL AND LIFE SUCCESS.**

Several key sets of skills and attitudes provide a strong foundation for achieving school and life success. One involves knowing your emotions, how to manage them, and ways to express them constructively. This enables one to handle stress, control impulses, and motivate oneself to persevere in overcoming obstacles to goal achievement. A related set of skills involves accurately assessing your abilities and interests, building strengths, and making effective use of family, school, and community resources. Finally, it is critical for students to be able to establish and monitor their progress toward achieving academic and personal goals.

Identify And Manage One's Emotions And Behavior.

- 1A.2a Describe a range of emotions and the situations that cause them.
1A.2b Describe and demonstrate ways to express emotions in a socially acceptable manner.

Recognize personal qualities and external supports.

- 1B.2a Describe personal skills and interests that one wants to develop.
1B.2b Explain how family members, peers, school personnel, and community members can support school success and responsible behavior.

Demonstrate skills related to achieving personal and academic goals.

- 1C.2a Describe the steps in setting and working toward goal achievement.
1C.2b Monitor progress on achieving a short-term personal goal.

USE SOCIAL-AWARENESS AND INTERPERSONAL SKILLS TO ESTABLISH AND MAINTAIN POSITIVE RELATIONSHIPS.

Building and maintaining positive relationships with others are central to success in school and life and require the ability to recognize the thoughts, feelings, and perspectives of others, including those different from one's own. In addition, establishing positive peer, family, and work relationships requires skills in cooperating, communicating respectfully, and constructively resolving conflicts with others.

Recognize The Feelings And Perspectives Of Others.

- 2A.2a Identify verbal, physical, and situational cues that indicate how others may feel.
2A.2b Describe the expressed feelings and perspectives of others.

Recognize Individual And Group Similarities And Differences.

- 2B.2a Identify differences among and contributions of various social and cultural groups.
2B.2b Demonstrate how to work effectively with those who are different from oneself.

Use Communication And Social Skills To Interact Effectively With Others.

- 2C.2a Describe approaches for making and keeping friends.
2C.2b Analyze ways to work effectively in groups.

Demonstrate An Ability To Prevent, Manage, And Resolve Interpersonal Conflicts In Constructive Ways.

- 2D.2a Describe causes and consequences of conflicts.
2D.2b Apply constructive approaches in resolving conflicts.

DEMONSTRATE DECISION-MAKING SKILLS AND RESPONSIBLE BEHAVIORS IN PERSONAL, SCHOOL, AND COMMUNITY CONTEXTS.

Promoting one's own health, avoiding risky behaviors, dealing honestly and fairly with others, and contributing to the good of one's classroom, school, family, community, and environment are essential to citizenship in a democratic society. Achieving these outcomes requires an ability to make decisions and solve problems on the basis of accurately defining decisions to be made, generating alternative solutions, anticipating the consequences of each, and evaluating and learning from one's decision making.

Consider Ethical, Safety, And Societal Factors In Making Decisions.

- 3A.2a Demonstrate the ability to respect the rights of self and others.
3A.2b Demonstrate knowledge of how social norms affect decision making and behavior.

Apply Decision-Making Skills To Deal Responsibly With Daily Academic And Social Situations.

- 3B.2a Identify and apply the steps of systematic decision making.
3B.2b Generate alternative solutions and evaluate their consequences for a range of academic and social situations.

Contribute To The Well-Being Of One's School And Community.

- 3C.2a Identify and perform roles that contribute to the school community.
3C.2b Identify and perform roles that contribute to one's local community.

SOCIAL SCIENCE – 4th GRADE**INQUIRY SKILLS***Constructing Essential Questions*

SS.IS.1.3-5 Develop essential questions and explain the importance of the questions to self and others.

Constructing Supporting Questions

SS.IS.2.3-5 Create supporting questions to help answer essential questions in an inquiry.

Determining Helpful Sources

SS.IS.3.3-5 Determine sources representing multiple points of view that will assist in answering essential questions.

Gathering and Evaluating Sources

SS.IS.4.3-5 Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.

Developing Claims and Using Evidence

SS.IS.5.3-5 Develop claims using evidence from multiple sources to answer essential questions.

Communicating Conclusions

SS.IS.6.3-5 Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.

Critiquing Conclusions

SS.IS.7.3-5 Identify a range of local problems and some ways in which people are trying to address these problems.

Taking Informed Action

SS.IS.8.3-5 Use listening, consensus-building, and voting procedures to decide on and take action in their classroom and school.

CIVICS*Civic and Political Institutions*

SS.CV.1.4 Distinguish the responsibilities and powers of government officials at the local, state, and national levels.

SS.CV.2.4 Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.

Participation and Deliberation: Applying Civic Virtues and Democratic Principles

SS.CV.3.4 Identify core civic virtues (such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives) and democratic principles (such as equality, freedom, liberty, respect for individual rights) that guide our state and nation.

Processes, Rules, and Laws

SS.CV.4.4 Explain how rules and laws change society and how people change rules and laws in Illinois.

ECONOMICS AND FINANCIAL LITERACY*Economic Decision Making*

SS.EC.1.4 Explain how profits reward and influence sellers.

Exchange and Markets

SS.EC.2.4 Describe how goods and services are produced using human, natural, and capital resources (e.g., tools and machines).

Financial Literacy

SS.EC.FL.1.4 Analyze how spending choices are influenced by price as well as many other factors (e.g., advertising, peer pressure, options).

SS.EC.FL.2.4 Explain that income can be saved, spent on goods and services, or used to pay taxes.

GEOGRAPHY*Human-Environment Interaction*

SS.G.2.4 Analyze how the cultural and environmental characteristics of places in Illinois change over time.

Human Population

SS.G.3.4 Describe some of the current movements of goods, people, jobs, or information to, from, or within Illinois, and explain reasons for the movements.

HISTORY*Perspectives*

SS.H.1.4 Explain connections among historical contexts and why individuals and groups differed in their perspectives during the same historical period.

Historical Sources and Evidence

SS.H.2.4 Using artifacts and primary sources, investigate how individuals contributed to the founding and development of Illinois.

Causation and Argumentation

SS.H.3.4 Explain probable causes and effects of events and developments in Illinois history.

RESOURCES TO SUPPORT THE STANDARDS

Illinois Classrooms in Action
www.ilclassroomsinaction.org

Illinois Teach & Talk Math
www.ilteachandtalk.org

Illinois Writing Matters
www.ilwritingmatters.org

Illinois Stats Math
www.ilstats.weebly.com

Illinois Standards-Based Reporting Website
<http://www.isbestandardsbasedreporting.com/>

Achieve the Core
www.achievethecore.org

Illustrative Mathematics
<https://www.illustrativemathematics.org/>

EdReports
<http://www.edreports.org/>

Tools for the Common Core Standards
<http://commoncoretools.me/>

Freddie Phonics
<http://textproject.org/classroom-materials/>

Library of Congress
<http://www.loc.gov/teachers/>

NewsELA
www.newsela.org
 (Lower ranges of Lexile available after signing up at the bottom of website.)

Ohio Resource Center
<http://www.ohiorc.org/>

COMPLETE ILLINOIS LEARNING STANDARDS

English Language Arts
http://www.isbe.net/common_core/pls/level1/pdf/ela-standards.pdf

Fine Arts ***Public review DRAFT***
<http://illinoisartslearning.org/#report-and-standards>

Mathematics
http://www.isbe.net/common_core/pls/level1/pdf/math-standards.pdf

Science
<http://www.nextgenscience.org/>

Physical Development/ Health
<http://www.isbe.net/ils/pdh/standards.htm>

Social and Emotional Learning
http://www.isbe.net/ils/social_emotional/standards.htm

Social Science
http://www.isbe.net/ils/social_science/pdf/ss-stds-eff012716.pdf

PARCC Resources

PARCC Tests – ELA, Math, Systems...
<http://parcc.pearson.com/>

Partnership Resource Center including Formative Tasks and Released Items and Student Annotations (and other resources)
<https://prc.parcconline.org/>

Main page and links to evidence statement tables (and other resources)
<http://parconline.org/>

ISBE PARCC Place
<http://www.isbe.net/parcc-place/>