



GRADE FOUR CONTENT EXIT STANDARDS

The content standards detailed below are to serve as the foundation for each grade four student's classroom-based instructional experience:

Reading

- Analyze and interpret words using a variety of strategies and make reasonable attempts at new words
- Read silently; read fluently when reading aloud
- Develop and apply universal thinking and comprehension strategies to understand and interpret a variety of fiction and nonfiction texts
- Employ the language arts for lifelong learning, work, and enjoyment

Writing

- Make informed choices about linguistic features, organization, and development of ideas and information according to audience and purpose
- Develop and apply legible penmanship

Speaking, Listening, Viewing, and Enacting

- Demonstrate grade appropriate use of standard English and delivery strategies
- Respond critically to oral communication, films, videos, presentations, graphics, and written work
- Perform in a manner that guides the listener's understanding of key ideas, using appropriate phrasing, pitch, and modulation

Mathematics

- Use alternative forms of expressing numbers
- Use whole numbers and fractions to determine magnitude, compare, order, picture, and round
- Develop estimation strategies
- Use strategies, to add and subtract, multiply, and divide Rational Numbers.
- Extend patterns and identify or state the rule for a given pattern.
- Use elementary statistics to analyze data
- Use money, apply time, measure length
- Develop spatial relationships in Geometry

Social Studies

- Use the five themes of geography to further develop an understanding of geography
- Understand how physical and human factors influence economic activities in each of the five regions of America
- Understand ways in which the five regions of America are alike, are unique, and are connected to each other and other geographic regions
- Demonstrate knowledge of major trends in state and local history
- Understand the importance of cultural unity and diversity within and across groups
- Demonstrate an understanding of the purposes of government

Science

- Recognize the development of plants
- Recognize plant as consisting of individual cells
- Demonstrate an understanding of the plant life cycle
- Understand that weathering and erosion resulting in the formation of soils, and changing the topography of the environment affect landforms
- Recognize the minerals are an important part of our economy
- Recognize various energy forms
- Recognize the makeup of the atmosphere and how it affects the weather on the Earth
- Demonstrate and understand the makeup of different types of clouds and how they affect the weather on Earth
- Demonstrate an understanding of how the tilt of Earth's axis affects changing seasons worldwide

Information Literacy and Technology

- Operate and use computers and other technologies as tools for productivity, problem-solving and learning across the content areas
- Define information needs and identify effective courses of action to conduct research and solve problems
- Understand and demonstrate a command of information skills and strategies to locate and effectively use print, non-print and/or digital resources to solve problems and conduct research
- Apply evaluative criteria to the selection, interpretation, analysis, reorganization and synthesis of information from a variety of sources and formats
- Use appropriate technologies to create written, visual, oral and multimedia products to communicate ideas, information or conclusions to others
- Evaluate the effectiveness and efficiency of their own choices and uses of information and technology for problem-solving and communication
- Demonstrate the responsible, legal and ethical use of information resources, computers and other technologies
- Develop life-long reading habits to foster personal enrichment and continuous learning
- Develop a deeper awareness of media literacy as a life skill that is integral to modern citizenship and informed decision-making