

GRADE FOUR

Essential Academic Learning Requirements (EALRS)

with

Grade Level Expectations (GLEs)

and/or

Benchmark Indicators

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Grade Four
Grade Level Expectations and/or Benchmarks

Understanding the EALRs and GLEs

An **Essential Academic Learning Requirement (EALR)** is a broad statement of the learning, what we expect each student to know and be able to do, that applies to a content standard for grades K-10.

The **Component** is a K-10 statement that further defines the EALR. There is at least one component for each EALR.

The **Grade Level Expectation (GLE)** is a statement of the essential content or process to be learned. The statement, specific to one or more grades, defines the Component for that grade.

The **Evidence of Learning** is a bulleted list of student demonstrations that provide educators with common illustrations of the learning. Because the bulleted list is not exhaustive, educators are encouraged to seek additional evidence of student learning. The examples (e.g.) are cross-curricular as often as possible to illustrate how writing is used across disciplines.

The GLE Numbering System identifies the **EALR**, the **Component**, and the **GLE**. For example, in the number 3.2.1, the first number stands for the EALR, the second for the Component, the third for the GLE. *Grade levels or bands are not referenced in the numbering system.* See the following example:

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| EALR 3---The student writes clearly and effectively | | |
| Component 3.2: Uses appropriate style. | | |
| Grade 2 | 3.2.1 | Writes with voice <ul style="list-style-type: none">• Uses word choice to show emotion and interest• Uses “book language”(e.g., fairy tale language -- “once upon a time,” or “in a faraway land”) |

As of December 2005, Grade Level Expectations have been defined for the subject areas of **Reading, Math, Writing, Science and Communication**. The other core subjects – **Social Studies, Arts, and Health and Fitness** – have development indicators or benchmarks and/or draft Grade Level Expectations.

Washington State curriculum and the Essential Academic Learning Requirements are available by content area in their entirety at www.k12.wa.us/CurriculumInstruct/EALR_GLE.aspx. The website of the Washington State Office of the Superintendent of Public Instruction is www.k12.wa.us.

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READING

In fourth grade, students read skillfully with meaning and purpose using appropriate comprehension and vocabulary strategies. Students read, discuss, reflect, and respond, using evidence from text, to a wide variety of literary genres and informational text. Students read for pleasure and continue to choose books based on personal preference, topic, theme, or author.

Reading EALR 1: The student understands and uses different skills and strategies to read.

Component 1.1 Use word recognition skills and strategies to read and comprehend text.

1.1.4 Apply understanding of phonics.

- Use multi-syllabic decoding when reading words in all texts.

Component 1.2 Use vocabulary (word meaning) strategies to comprehend text.

1.2.1 Apply reference skills to define, clarify, and refine word meanings.

- Use dictionaries, thesauruses, and glossaries to find or confirm word meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words.

1.2.2 Apply vocabulary strategies in grade-level text.

- Use word origins to determine the meaning of unknown words.
- Use the meanings of prefixes, suffixes, and abbreviated words to determine the meaning of unknown words in grade-level text.
- Explain how to derive word meaning from knowledge of affixes and roots (e.g., port: transportation, porter, import, report).
- Use prior knowledge, the text, context clues, and graphic features of text to predict, clarify, and/or expand word meanings and concepts.

Component 1.3 Build vocabulary through wide reading.

1.3.1 Understand and apply new vocabulary.

- Use new vocabulary from informational/expository text and literary/narrative text, including text from a variety of cultures and communities, in oral and written communication.

1.3.2 Understand and apply content/academic vocabulary critical to the meaning of the text.

- Define words and concepts necessary for understanding math, science, social studies, literature, and other content area text.
- Explain that some words have a different meaning in different content areas (e.g., concept of *shade* in science and art).
- Select, from multiple choices, the meaning of words necessary to understand.
- Use new vocabulary in oral and written communication and content/academic text.

Component 1.4 Apply word recognition skills and strategies to read fluently.

1.4.2 Apply fluency to enhance comprehension.

- Read aloud grade-level informational/expository text and literary/narrative text accurately, using appropriate pacing, phrasing, and expression.
- Read aloud unpracticed grade-level text at a fluency rate of 115–125 words correct per minute.

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1.4.3 Apply different reading rates to match text.

- Adjust reading rate to match difficulty and type of text and the purposes for reading (e.g., skimming for facts, scanning for key words, and close/careful reading for understanding new or complex ideas).

Reading EALR 2: The student understands the meaning of what is read.

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| Component 2.1 Demonstrate evidence of reading comprehension. |
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2.1.3 Apply comprehension monitoring strategies during and after reading: determine importance using theme, main ideas, and supporting details in grade-level informational/expository text and/or literary/narrative text.

- State the main idea of an informational/expository text passage and provide three or more text-based details that support it.
- State the main idea of a literary/narrative text passage and support with three details from the story.
- Select, from multiple choices, the main/major idea of a passage, poem, or selection.
- State the theme/message in culturally relevant literary/narrative text and support with text-based evidence.
- Organize main ideas and supporting details in a teacher-selected graphic organizer to enhance comprehension of text.

2.1.4 Apply comprehension monitoring strategies before, during, and after reading: use prior knowledge/schema.

- Explain connections between self and characters, events, and information occurring within a text or among multiple texts.
- Activate prior knowledge about a topic and organize information into a graphic organizer to aid in comprehension of text

2.1.5 Apply comprehension monitoring strategies before, during, and after reading: predict and infer from grade-level informational/expository text and/or literary/narrative text.

- Predict text content using prior knowledge and text features.
- Use text and prior knowledge to make, confirm, or revise inferences and predictions.
- Select, from multiple choices, a prediction, or inference from literary/narrative text (e.g., how a poet or author feels, how a character feels, what a character will do, what is likely to happen next or at the end of the story or poem).
- Select, from multiple choices, a prediction or inference from informational/expository text (e.g., what is likely to happen, or what will happen next).
- Organize information that supports a prediction or inference in a graphic organizer to enhance comprehension of text.

2.1.6 Apply comprehension monitoring strategies before, during, and after reading: monitor for meaning, create mental images, and generate and answer questions in grade-level informational/expository text and/or literary/narrative text.

- Monitor for meaning by identifying where and why comprehension was lost and use comprehension-repair strategies to regain meaning.
- Generate and answer questions before, during, and after reading.
- Draw, write about, or verbally describe the mental imagery that occurs while reading.
- Organize information to monitor for meaning; generate and answer questions in a teacher-selected graphic organizer to enhance comprehension.

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2.1.7 Apply comprehension strategies during and after reading: summarize grade-level informational/expository text and literary/narrative text.

- Summarize the events, information, or ideas in an informational/expository text (e.g., causes of an event like a war or a tornado, steps in building a snow cave).
- Summarize culturally relevant literary/narrative text.
- Select, from multiple choices, a sentence that best summarizes the story or informational selection.
- Organize summary information in a teacher-selected graphic organizer to enhance comprehension.

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| Component 2.2 Understand and apply knowledge of text components to comprehend text. |
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2.2.1 Understand sequence in informational/expository text and literary/narrative text.

- Explain ideas or events in sequential order. (Note: Differences in story telling order exist between cultures. For example, in some cultures the end of the story is told first.)
- Recognize and explain literary/narrative text written out of sequence (e.g., flashbacks, tales from other cultures).
- Explain steps in a process (e.g., problem solving in mathematics, life cycle of a salmon).
- Select, from multiple choices, the order of ideas, facts or events (e.g., what happened first, next, last; the order in which ideas or facts were introduced).

2.2.2 Apply features of printed and electronic text to locate and comprehend text.

- Identify and use grade-level appropriate text features.
- Explain how certain text features help you understand the selection.
- Interpret information from graphic features.
- Identify, from multiple choices, where certain information/ideas might be found in the text.
- Use icons, pull-down menus, key word searches on an electronic device.

2.2.3 Understand and analyze story elements. W

- Use knowledge of situation and characters' actions, motivations, feelings, and physical attributes to determine characters' traits.
- Identify the main events in a plot, including the cause and effect relationship in problem solving.
- Describe the components of setting and explain how and why setting is important to the story.
- Differentiate between first and third person point of view in a selection and explain the difference.
- Select, from multiple choices, the best description of a character or setting in a story or poem (e.g., character traits, feelings, character's problem, or importance of character).

2.2.4 Apply understanding of text organizational structures.

- Recognize and use previously learned text organizational structures (simple listing, sequential order, description, compare and contrast) to aid comprehension.
- Identify and use text written in the text organizational structure of *chronological order* to find and organize information and comprehend text.

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| Component 2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text. |
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2.3.1 Understand and analyze the relationship between and among informational/expository text and literary/narrative text.

- Compare and contrast plots, characters, and settings in multiple texts.
- Compare and contrast information (e.g., similar topics written in different genres such as a short story and a poem or magazine article and encyclopedia).

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- Select, from multiple choices, a sentence that describes how specific literary/narrative elements are alike or different in a poem or story (e.g., two characters and/or their feelings, a character and the author, two events, two selections).
- Select, from multiple choices, a sentence that describes how information is alike or different (e.g., information from two selections).
- Recognize and explain cause and effect relationships in informational/expository text and literary/narrative text, using evidence from the text.
- Select, from multiple choices, a sentence that explains the cause of events or the effects of actions.

2.3.2 Apply understanding of systems for organizing information and analyze appropriate sources.

- Use multiple organizational systems to locate information from reference and content area materials.
- Select appropriate resources for locating information (e.g., thesaurus, website, directory) on a specific topic or for a specific purpose.

2.3.3 Understand literary/narrative devices.

- Explain the meaning of simile, personification, metaphor, idiom, and humor in literary/narrative passages.

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| <p>Component 2.4 Think critically and analyze author’s use of language, style, purpose, and perspective in literary and informational text.</p> |
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2.4.1 Apply the skills of drawing conclusions, providing a response, and expressing insights to informational/expository text and literary/narrative text.

- Give a personal response that demonstrates insight about text, using a teacher-generated prompt (e.g., what would be the best/worst part of an event or situation).
- Draw conclusions from text, citing text-based information to support the conclusion (e.g., how the story or information might be useful; to whom a story or information might be useful).

2.4.2 Analyze the author’s purpose for and style of writing in both informational/expository text and literary/narrative text.

- Determine the author’s purpose and support decision with evidence/details from text.
- Identify and explain how the author’s use of word choice, sentence structure and length, and/or literary/narrative devices affects the reader, using a variety of texts.

2.4.3 Understand the difference between fact and opinion.

- Identify facts and opinions; provide evidence from the text to support your answer.
- Select, from multiple choices, a statement that is a fact or an opinion.

2.4.4 Evaluate author’s effectiveness for a chosen audience.

- Read an article and decide if a chosen audience (e.g., teachers, parents, classmates) would agree or disagree with what the author says.

2.4.5 Understand how to generalize from text.

- Generalize about a topic after reading more than one text (e.g., make generalizations about life on the prairie after reading several informational/expository and literary/narrative accounts of the migration west).
- Generalize about characters and characteristics in similar stories from different cultures (e.g., the “trickster” type tales such as Coyote in Native American literature; animals in African folk tales like Ananzi (the spider); and Br’er Rabbit stories of the Deep South).

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Reading EALR 3: The student reads different materials for a variety of purposes.

Component 3.1 Read to learn new information.

3.1.1 Understand how to select and use appropriate resources.

- Collect and use information from a variety of resources to solve a problem or answer a question.

Component 3.2 Read to perform a task.

3.2.1 Understand information gained from reading to perform a specific task.

- Interpret information from common environmental print to solve a problem or perform a task (e.g., use a catalog to choose items within a budget).

3.2.2 Understand a variety of functional documents.

- Explain the information in functional documents related to hobbies or interests (e.g., skate boarding magazines, books about animals, e-mail, and letters from friends).

Component 3.4 Read for literary experience in a variety of genres.

3.4.2 Understand contemporary and traditional literature written in a variety of genres.

- Explain the characteristics of a variety of genres.
- Respond to literature from a variety of genres using teacher or self-generated prompts appropriate to the text and content.

3.4.3 Analyze a variety of literature representing different cultures and traditions.

- Compare and contrast cultures and traditions from a variety of literature.
- Generalize about traditions after reading literature from various cultures (e.g., customs, ceremonies, celebrations).

Reading EALR 4: The student sets goals and evaluates progress to improve reading.

Component 4.1 Assess reading strengths and need for improvement.

4.1.1 Apply strategies to monitor reading progress.

- Identify reading strengths and weaknesses and select targets on which to work.
- Track progress in reading achievement with graphs, charts, and checklists.

4.1.2 Apply strategies for setting grade-level appropriate reading goals.

- Set reading goals, create a plan to meet those goals, and monitor progress toward implementing the plan with teacher assistance.

Component 4.2 Develop interests and share reading experiences.

4.2.1 Evaluate authors, books, and genres to select favorites.

Discuss and share favorite authors, books, and genres with others. Explain reason for choices.

MATHEMATICS

Math EALR 1: The student understands and applies the concepts and procedures of mathematics.

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| Component 1.1: Understand and apply concepts and procedures from number sense |
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Number and numeration

1.1.1 Understand the concept of decimals (money) and fractions.

- Interpret fractions as parts of a whole object, number, or set (e.g., half of a medium pizza and half of a large pizza are not equal amounts).
- Symbolically represent parts of a whole or parts of a set with common denominators.
- Explain how fractions (denominators of 2, 3, 4, 6, and 8) represent information across the curriculum (e.g., interpreting circle graphs, fraction of states that border an ocean).
- Represent decimals (money) in multiple ways (e.g., symbols, physical models).
- Explain or show how a fraction can be decomposed into smaller fractions (e.g., $\frac{3}{4} = \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$).

1.1.2 Understand the relative values of fractions and decimals (money).

- Model and describe equivalent fractions (e.g., paper folding, geoboards, parallel number lines).
- Use a number line to approximate and label halves, thirds, and fourths in relationship to whole units.
- Order fractions with like denominators.
- Demonstrate and explain equivalent relationships between decimals and fractions (e.g., \$.50 is equal to $\frac{1}{2}$ a dollar and 50/100 of a dollar) using models.
- Demonstrate or show the order of like denominator fractions using pictures or objects.

1.1.3 Understand and apply the associative property of addition and multiplication and the commutative, identity, and zero properties of multiplication on whole numbers.

- Describe how the commutative property works with multiplication and not division using words, numbers, or physical models.
- Describe how the identity property for addition is different from the identity property for multiplication using words, numbers, pictures, or physical models.
- Determine whether equations are true or false and explain, based on any of the properties for multiplication (e.g., $4 \times (5 \times 6) = (4 \times 5) \times 6$).
- Determine whether equations are true or false and explain, based on any of the properties (e.g., $14 + (62 + 38) = (14 + 62) + 38$).
- Demonstrate commutative, associative, or identity properties of addition or multiplication using pictures or objects.

Computation

1.1.5 Understand the meaning of addition and subtraction on like-denominator fractions.

- Represent addition and subtraction of fractions with like denominators using models (e.g., everyday objects, fraction circles, number lines, geoboards).
- Explain the meaning of addition and subtraction of like denominator fractions.
- Represent addition or subtraction of like-denominator fractions that represent sets of objects (e.g., $\frac{1}{4}$ of 24 marbles plus $\frac{1}{4}$ of 24 marbles = $\frac{2}{4}$ of 24 marbles or 12).
- Demonstrate the meaning of addition or subtraction of like denominators with multiple examples.

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1.1.6 Apply procedures of multiplication and division on whole numbers with fluency.

- Use a variety of strategies to mentally access multiplication and division facts through 12's.
- Recall multiplication and division facts through 12's.
- Record, share, and evaluate algorithms used in computational situations.
- Write and solve problem situations with whole numbers using a combination of any two operations.
- Interpret remainders of a division problem in a given situation.
- Use calculators to compute with large numbers (e.g., multiplying two digits times three digits; dividing three or four digits by two digits without remainders).

1.1.7 Understand and apply strategies and tools as appropriate to tasks involving multiplication and division on whole numbers.

- Select and justify appropriate strategies and tools from among mental computation, estimation, calculators, and paper and pencil to compute in a problem situation.
- Use estimation strategies appropriately when the exact answer is not necessary.
- Identify and justify situations when estimation is not appropriate.
- Use mathematical tools as appropriate to the task involving multiplication and division of whole numbers.

Estimation

1.1.8 Understand and apply estimation strategies to determine the reasonableness of answers in situations involving multiplication and division on whole numbers.

- Identify when an approximation is appropriate.
- Use a variety of strategies to approximate sums, differences, products, and quotients.
- Use estimation to determine the reasonableness of answers in situations.
- Make and explain an appropriate adjustment when an estimate and a solution don't agree.

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| Component 1.2: Understand and apply concepts and procedures from measurement. |
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Attributes, units, and systems

1.2.1 Understand the concept of area.

- Demonstrate and explain how area covers a shape and perimeter encloses a shape.
- Describe situations where area is the needed measurable attribute (e.g., buying carpet to cover a floor, painting a wall, building fishnets based on fishing ground, calculating needed area for teepees and lodges, amount of area needed for a pow-wow, describing the amount of floor space in a room).
- Compare areas of different shapes and sizes.
- Use measurements of area to describe objects.

1.2.2 Understand the differences between length units and area (square) units in U.S. or metric systems.

- Measure perimeter and area for regular and irregular shapes (e.g., use tiles, inches, or grid paper to find perimeter or area of mats, CDs, or skateboards).
- Compare and describe area measurements made using different units (e.g., square inches vs. square centimeters).
- Describe how the unit chosen to measure linear dimensions can determine the unit used to measure area (e.g., measuring perimeter in centimeters produces an area in square centimeters).

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1.2.3 Understand how measurement units of time and weight (U.S.) are organized into systems.

- Know and correctly label the basic units of measurement for time and weight measure in the metric and customary system.
- Explain the benefits and appropriate uses of standard units of measurement for area using both customary and metric systems.
- Demonstrate or explain how seconds are organized into minutes, minutes into hours, hours into days, days into weeks, and weeks into years.
- Demonstrate or explain how months are organized into years.
- Demonstrate or explain how ounces are organized into pounds.

Procedures, precision, and estimation

1.2.4 Understand and apply systematic procedures to determine the area of figures composed of rectangles.

- Select and use appropriate units (e.g., square units).
- Select and use tools that match the unit (e.g., grid paper, squares).
- Count or compute and label area measures.
- Explain and use a method for measuring the area of an irregular shape (e.g., describe an irregular shape in terms of the composition of regular figures).
- Solve problems involving area measurement.
- Analyze a measurement situation and determine whether measurement has been done correctly.

1.2.6 Understand and apply strategies to obtain reasonable estimates of area measurements for irregular figures.

- Identify situations in which estimate measurements are sufficient.
- Apply a process that can be used to find a reasonable estimate of the area measurement of an irregular shape (e.g., use tiles or pieces of paper to measure leaves, ponds).
- Compare areas of irregular shapes with different perimeters (e.g., leaves, ponds).
- Explain whether estimation or precision is needed in a given situation.
- Determine whether a given measurement is exact or an estimate.

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| Component 1.3: Understand and apply concepts and procedures from geometric sense. |
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Properties and relationships

1.3.1 Understand concepts of parallel and perpendicular lines and line symmetry in two-dimensional shapes and figures.

- Identify symmetrical two-dimensional figures and shapes (e.g., quilt blocks, textiles).
- Complete a picture or design from a variety of cultures that incorporate a line of symmetry (e.g., basket design, beadwork, quilts, pyramids, nature).
- Identify and draw a line of symmetry (e.g., folding or using a mirror).
- Identify parallel and perpendicular lines in two-dimensional figures and shapes and in the environment.
- Describe characteristics of two-dimensional geometric figures using appropriate vocabulary of parallel, perpendicular, symmetric (e.g., the U.S. flag, a stop sign, a yield sign, a race track, a football field).
- Explain parallel and perpendicular and give examples to demonstrate them.

1.3.2 Apply understanding of congruence to two-dimensional shapes and figures.

- Identify, describe, and compare attributes of congruent figures in multiple orientations.
- Build and draw congruent figures.
- Identify, name, compare, and sort congruent two-dimensional figures and shapes in multiple orientations.
- Solve problems involving congruence (e.g., create a design made out of congruent shapes).

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Locations and transformations

1.3.3 Apply understanding of the location of points on a coordinate grid in the first quadrant.

- Describe the location in the first quadrant on a coordinate grid in terms of horizontal and vertical position (e.g., to the right and up, longitude and latitude).
- Plot a given set of ordered pairs in the first quadrant of a coordinate grid.
- Give directions from one location to another using ordered pairs in the first quadrant of a coordinate grid (e.g., given a state map, specify location of landmarks).

1.3.4 Understand and apply single transformations using a translation (slide) or reflection (flip).

- Simulate translations and reflections using objects (e.g., pattern blocks, geo blocks).
- Record results of a translation or a reflection (e.g., given a polygon on a grid, translate or reflect it and list the new ordered pairs of the vertices).
- Identify and draw a single translation (slide) or a single reflection (flip).
- Create designs using translations and/or reflections.

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| Component 1.4: Understand and apply concepts and procedures from probability and statistics. |
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Probability

1.4.1 Understand when events are certain or impossible and more likely, less likely, or equally likely.

- Identify the likelihood of events and use the vocabulary of probability (e.g., weather, if homework will be assigned, simple games).
- Place events in order of likelihood of occurrence (e.g., use a number line marked from 0 to 1).
- Distinguish between events that are certain or uncertain.
- Place events in order based on their likelihood of occurrence.
- Identify or describe possible and impossible events.
- Determine what events are more likely, less likely, or equally likely to happen given an area model (e.g., a spinner with different sized sections).

Statistics

1.4.3 Understand and apply data collection methods to obtain the desired information.

- Identify appropriate questions and populations to obtain the desired kind of information.
- Formulate questions for surveys and collect data.
- Decide whether to conduct a survey, use observations, or measure for a given question.
- Make a plan to answer a question including how to record and organize data.
- Determine which of several questions is most likely to give the desired information.

1.4.4 Understand and apply median and range to describe a set of data.

- Use a variety of strategies to determine median and range from a set of data (e.g., use a graph, pictures, or objects).
- Calculate the range of a data set.
- Compare the mode and median from a set of data and determine which measure better describes the average.
- Explain what the median represents and how to find it in a set of data.
- Explain what the range represents and how to find it in a set of data.
- Determine data points that would result in a given median.

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1.4.5 Understand representations of data from line plots and pictographs.

- Read data from line plots and pictographs.
- Describe a trend from a given line plot.
- Interpret a pictograph where the scale is other than one unit.
- Create two different graphic displays using a set of data.
- Read and interpret data from line plots and pictographs.
- Use technology to create pictographs.
- Explain the data in a given table, chart, or graph.
- Analyze the completeness and accuracy of data in a graph given a set of data.

Component 1.5: Understand and apply concepts and procedures of algebraic sense.

Patterns, functions, and other relations

1.5.1 Understand patterns of objects including number patterns using addition, subtraction, or multiplication based on a single arithmetic operation.

- Extend or create patterns of numbers, shapes, or objects using addition, subtraction, or multiplication based on a single operation between terms.
- Extend and represent patterns using words, tables, numbers, and pictures.
- Create a number pattern and explain what makes it a pattern.

1.5.2 Understand a pattern to develop a rule describing the pattern which may include a single arithmetic operation.

- Use the rule for a pattern which may include a single arithmetic operation to extend or fill in parts of a pattern.
- Solve a problem that uses a pattern with a single operation.
- Model growing patterns using objects and pictures (e.g., a stair step sequence, or a “growing” L shape in which a unit is added to each leg to show 3, 5, 7, 9, . . .).
- Describe the rule for a pattern based on one operation (e.g., add 4, multiply by 2).
- Analyze a pattern to determine a rule.
- Use a rule to generate a pattern.

Symbols and representations

1.5.3 Apply understanding of the concept of mathematical inequality.

- Compare multiplication or division expressions using the symbols $>$, $<$, and $=$ (e.g., $5 \times 3 > 3 \times 2$).
- Select operational and relational symbols to make a multiplication or division number sentence true (e.g., $4 _ 3 = 12$; $5 \times 12 _ 64$).
- Explain inequality and the use of “ $>$ ” or “ $<$ ” in inequalities.
- Identify or write a situation that represents it given an expression or equation using $<$ or $>$.

1.5.4 Understand and apply operational and relational symbols and notations to write expressions and equations involving multiplication and division.

- Identify and use mathematical symbols and notations in reading and writing expressions and equations.
- Write a situation that represents it given an equation involving multiplication or division.
- Write an equation that represents it given a situation involving multiplication or division.

Evaluating and solving

1.5.5 Understand and apply a variety of strategies to evaluate expressions with addition, subtraction, or multiplication.

- Substitute a numeric value for a symbol in expressions or equations (e.g., if $\square = 7$, find $\square \times 3$; if $w = 12$ and $I = 36$, what is $w \times I$?).

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1.5.6 Understand and apply strategies to solve equations that include multiplication.

- Solve missing factor equations (e.g., $\square \times 3 = 12$).
- Describe and compare strategies used to solve an equation with multiplication.

Math EALR 2: The student uses mathematics to define and solve problems.

Component 2.1: Understand problems.

Example: Jamal and his sister, Aleesha, want to buy a pet. Their mother said she will help by paying for the ongoing cost of food if they can save the money to buy the pet and all the needed equipment, bedding, and food to get started. They have \$17.83 saved already and most of that money is in quarters. They are reading pet store ads to see what the costs would be if they bought a mouse, a hamster, or a guinea pig.

2.1.1 Analyze a situation to define a problem.

- Use strategies/approaches to examine the situation and determine if there is a problem to solve (e.g., ask questions, make lists, or paraphrase information provided in ads: two kids want to buy a pet. They have some money but they need to find out if they can afford a mouse, hamster, or guinea pig and the equipment and food for it).
- Determine the problem using information from investigation (e.g., do Jamal and Aleesha have enough money?).
- Generate questions that would need to be answered in order to solve the problem (e.g., how much will each animal cost? How much is equipment and food for each animal?).
- Identify known and unknown information (e.g., known: how much money Jamal and Aleesha have; unknown: all the costs for each animal).
- Identify information that is needed or not needed (e.g., needed: all costs related to purchasing the animals, the amount that the kids have saved; not needed: the money is in quarters).

Component 2.2: Apply strategies to construct solutions.

2.2.1 Apply strategies, concepts, and procedures to devise a plan to solve the problem.

- Gather and organize data (e.g., determine how to break information into categories such as cost of animal, cost of cage, cost of food, cost of bedding, cost of equipment in order to create a table).
- Determine what tools should be used to construct a solution (e.g., calculators, paper and pencil, calculator, mental math physical models such as play money).

2.2.2 Apply mathematical tools to solve the problem. W

- Use strategies to solve problems (e.g., column addition, play money to determine costs, and subtraction to determine how much money is needed if they don't have enough).
- Use appropriate tools to solve problems (e.g., paper and pencil, calculator, or physical models, play money).
- Recognize when an approach is unproductive and try a new approach.

Math EALR 3: The student uses mathematical reasoning.

Component 3.1: Analyze information.

Example: Jamal and his sister, Aleesha, want to buy a pet. Their mother said she will help by paying for the ongoing cost of food if they can save the money to buy the pet and all the needed equipment, bedding, and food to get started. They have \$17.83 saved already and most of that money is in quarters. They are reading pet store ads to see what the costs would be if they bought a mouse, a hamster, or a guinea pig.

Grade Four
Grade Level Expectations and/or Benchmarks

3.1.1 Analyze information presented in familiar situations.

- Break down the research information in order to explain or paraphrase it (e.g., each animal has costs related to cage, bedding, food which must be calculated in order to see if the kids have enough money to buy an animal).

Component 3.2: Make predictions, inferences, conjectures, and draw conclusions.

3.2.1 Apply prediction and inference skills.

- Make a reasonable prediction based on prior knowledge and investigation of situation (e.g., after reading the pet store ads, predict whether the kids will be able to buy a pet).
- Defend prediction with evidence from the situation.
- Make inferences (conjectures) using information from the situation or data to support the inference (e.g., guinea pig equipment/food is more expensive because the animal is larger and requires a bigger cage and pellets).

3.2.2 Apply the skill of drawing conclusions and support those conclusions using evidence.

- Draw conclusions from displays, texts, or oral discussions and justify those conclusions with logical reasoning or other evidence.

3.2.3 Analyze procedures used to solve problems in familiar situations.

- Describe and compare data organization methods (e.g., charts used for organizing costs for each animal).

Component 3.3: Verify results.

3.3.1 Understand how to justify results using evidence.

- Check for reasonableness of results by using a different strategy or tool to solve the problem (e.g., use front end estimation to determine about how much each animal will cost).
- Provide examples to support results.

3.3.2 Understand how to validate thinking about numerical, measurement, geometric, or statistical ideas by using models, known facts, patterns, or relationships.

- Explain the meaning of decimal using physical models.
- Explain what the relative position of numbers on a positive number line means (e.g., to the right means greater than).

Math EALR 4: The student communicates knowledge and understanding in both everyday and mathematical language.

Component 4.1: Gather information.

4.1.1 Understand how to develop and follow a plan for collecting information for a given purpose.

- Determine how to collect information for a specific purpose or audience (e.g., to convince a parent or other adult, to demonstrate a need for change, to provide information).
- Develop and follow a plan based on the kind of information needed, the purpose, and the audience (e.g., survey, gather data from a chart or graph, read in a text to gather information).

Grade Four
Grade Level Expectations and/or Benchmarks

4.1.2 Understand how to extract information for a given purpose from one or two different sources using reading, listening, and observation.

- Listen and observe to simulate translations and reflections using objects (e.g., pattern blocks, geo blocks).
- Read and follow directions using a coordinate grid (e.g., on a city street map).

Component 4.2: Organize, represent, and share information.

4.2.1 Understand how to organize information for a given purpose.

- Organize information on a chart and create a summary of the results to inform a specific audience (e.g., chart all related costs for the purchase of each pet; write a summary explaining the results and the kids possible decisions based on the results).
- Construct assorted line and pictographs that include labels, a scale that is not one, and a key.
- Create a chart or display to represent equivalent fractions.

4.2.2 Understand how to communicate or represent ideas using mathematical language or notation.

- Symbolically represent parts of a whole or parts of a set with common denominators.
- Use measurements of area to describe and compare objects.
- Describe a location in the first quadrant on a coordinate grid in terms of horizontal and vertical position (e.g., to the right and up, longitude and latitude). [
- Describe a trend from a given line plot.
- Describe the rule for a pattern with a single arithmetic operation in the rule.

Math EALR 5: The student understands how mathematical ideas connect within mathematics, to other subject areas, and to real-life situations.

Component 5.1: Relate concepts and procedures within mathematics.

5.1.1 Understand how to use concepts and procedures from any two of the content components in a given problem or situation.

- Conduct a survey for a question; collect data, and use multiplication and/or division to compute the results of the survey.
- Identify, describe, and compare attributes of congruent shapes in multiple orientations.

5.1.2 Understand how to recognize equivalent mathematical models and representations in familiar situations.

- Demonstrate and explain equivalent relationships between decimals and fractions (e.g., \$.50 is equal to $\frac{1}{2}$ a dollar and $\frac{50}{100}$ dollar) using models.
- Interpret remainders of a division problem in a given situation (e.g., remainder 3 or $\frac{3}{5}$).
- Represent addition and subtraction of decimals through hundredths using models (e.g., base ten blocks, fraction circles with decimal ring, money).

Component 5.2: Relate mathematical concepts and procedures to other disciplines.

5.2.1 Apply mathematical patterns and ideas in familiar situations in other disciplines.

- Read and interpret data from line plots and pictographs.
- Make a plan to answer a question including how to record and organize data.
- Use estimation strategies appropriately when the exact answer is not necessary.

Grade Four
Grade Level Expectations and/or Benchmarks

5.2.2 Know the contributions of individuals and cultures to the development of mathematics.

- Recognize the contributions to the development of mathematics by women, men, and various cultures (e.g., what is the history of fractions?).

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| Component 5.3: Relate mathematical concepts and procedures to real-world situations. |
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5.3.1 Understand that mathematics is used in daily life and extensively outside the classroom.

- Describe situations where area is the needed measurable attribute (e.g., the pricing of buying carpet, painting a wall, picking largest bedroom).
- Measure perimeter and area for regular and irregular shapes (e.g., use tiles, inches, or grid paper to find perimeter or area of blankets, CDs, skateboards).
- Identify situations in which estimated measurements are sufficient and use estimation to obtain reasonable measurements.
- Identify parallel and perpendicular lines in two-dimensional shapes and figures and in the environment.
- Identify the likelihood of events and use the vocabulary of probability (e.g., weather, simple games, if homework will be assigned). [

Grade Four
Grade Level Expectations and/or Benchmarks

WRITING

In fourth grade, students write for a range of purposes, including describing, telling a story, and explaining. They are able to produce writing that goes beyond formulaic writing. Because they are aware of the interdependence of the topic, audience, purpose, and form, they are able to select and sometimes adapt basic forms to meet specific requirements. Their understanding and use of figurative language introduces imagery to their writing. Informational writing reflects understanding of specific purpose, often requiring gathering and synthesizing information from a number of resources to express and justify an opinion. Students are more aware of the conventions of writing as they reflect on their strengths and weaknesses and strive to improve.

Writing EALR 1. The student understands and uses a writing process.

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| Component 1.1: Prewrites to generate ideas and plan writing. |
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1.1.1 Applies more than one strategy for generating ideas and planning writing

- Explains the difference between generating and organizing ideas and adjusts prewriting strategies accordingly (e.g., brainstorm list for generating ideas and narrowing topic, graphic organizer for organizing ideas, story boards)
- Records information or ideas at prewriting and/or drafting stages (e.g., notes, lists, free writing, webs, or graphic organizers)
- Gathers information from more than one resource and synthesizes ideas to plan writing (e.g., uses information from the internet and from books for a report)

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| Component 1.2: Produces draft(s). |
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1.2.1 Produces more than one draft of multiple paragraphs

- Uses a prewriting plan to draft text
- Works on more than one draft on a single topic over several days

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| Component 1.3: Revises to improve text. |
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1.3.1 Revises text by adding, deleting, substituting, and moving text

- Rereads work several times and has a different focus for each reading (e.g., first reading — adding specific details for support, second reading — substituting words for clarity, third reading — moving text by combining sentences for variety)
- Records feedback using writing group procedure (e.g., specific example from text in one column and suggestions in another column, notes in margin)
- Makes decisions about writing based on feedback
- Revises content based on new information
- Uses different methods to delete or move text (e.g., cross out and rewrite or “cut and paste”)
- Uses more than one resource to revise (e.g., word wall or bank, writing guide, peers, adults, thesaurus)

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| Component 1.4: Edits text. |
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1.4.1 Applies understanding of editing appropriate for grade level (see 3.3)

- Identifies and corrects errors in grade-level conventions
- Uses more than one resource (e.g., dictionary, writing guide, spell check, peers, adults)
- Proofreads final draft for errors

Grade Four
Grade Level Expectations and/or Benchmarks

Component 1.5: Publishes text to share with an audience.

1.5.1 Publishes in more than one format for specific audiences and purposes

- Publishes pieces and explains choice of format, graphics, and illustrations
- Publishes for a wide range of purposes (e.g., to inform, to tell a story) in different forms and formats (e.g., letter, poem)
- Uses a variety of available technology as part of publication (e.g., software program, overhead projector, video)

Component 1.6: Adjusts writing process as necessary.

1.6.1 Applies understanding of the recursive nature of writing process

- Revises at any stage of process
- Edits as needed at any stage

1.6.2 Uses collaborative skills to adapt the writing process

- Contributes to different parts of writing process when working on a class newspaper (e.g., group plans together; partners prewrite and compose article on classroom computer; individuals illustrate and format; group revises, edits, and publishes)

1.6.3 Uses knowledge of time constraints to adjust the writing process

- Works on one draft over several days or weeks
- Uses appropriate amount of time for each stage of writing process for on-demand writing

Writing EALR 2: The student writes in a variety of forms for different audiences and purposes.

Component 2.1: Adapts writing for a variety of audiences.

2.1.1 Applies understanding of multiple and varied audiences to write effectively

- Identifies an intended audience
- Writes to a diverse community audience (e.g., an informative newspaper article, thank you letter after a field trip)
- Identifies and includes information a diverse audience needs to know (e.g., background information on the topic, definitions for specialized and/or culturally relevant vocabulary)

Component 2.2: Writes for different purposes.

2.2.1 Demonstrates understanding of different purposes for writing

- Writes for different purposes (e.g., to learn, to tell a story, to explain, to reflect, to respond to a question, to summarize, to analyze informational text and data)
- Incorporates more than one purpose using a form (e.g., a letter can be used to explain, to request, or to persuade)
- Includes more than one mode within a piece (e.g., descriptive or narrative anecdotes within an explanation to elaborate)

Grade Four
Grade Level Expectations and/or Benchmarks

Component 2.3: Writes in a variety of forms/genres.

2.3.1 Uses a variety of forms/genres

- Selects form/genre to meet requirements of task or content area (e.g., book report or science report)
- Maintains a log or portfolio to track variety of forms/genres used
- Produces a variety of new forms/genres Examples:
 - fictional stories (e.g., fantasy, realistic)
 - procedures (e.g., process for problem solving in math)
 - tables
 - newspaper articles
 - scientific explanations
 - multi-paragraph explanatory letters
 - song lyrics for an established melody

Component 2.4: Writes for career applications.

2.4.1 Produces documents used in a career setting

- Collaborates with a partner on a writing project (e.g., newspaper article)
- Writes in forms associated with specific tasks or careers (e.g., letters, directions to house, charts or tables within a report)

Writing EALR 3: The student writes clearly and effectively.

Component 3.1: Develops ideas and organize writing.

3.1.1 Analyzes ideas, selects a narrow topic, and elaborates using specific details and/or examples

- Narrows topic (e.g., from general topic like “pets,” to specific topic like “My dog is smart.”)
- Selects details relevant to the topic to elaborate (e.g., adds detail to each main point using more than one sentence; uses specific words and phrases, reasons, anecdotes, facts, descriptions, and examples)
- Uses personal experiences, observations, and/or research to support opinions and ideas (e.g., collects, organizes, and uses data to support conclusions in math, science, or social studies)
- Develops character, setting, and events within plot when writing a narrative

Component 3.2: Uses appropriate style.

3.2.1 Understands that different audiences and purposes affect writer’s voice

- Adjusts voice for different audiences (e.g., letter to principal vs. letter to best friend) Adjusts voice for different purposes (e.g., a scientific explanation vs. a narrative)
- Writes in own voice in personal narrative (e.g., "spinach makes me gag")
- Writes in authentic voice in expository writing, i.e., the writing sounds real as opposed to stilted

3.2.2 Uses language appropriate for a specific audience and purpose

- Uses precise words (e.g., vivid verbs—screached, hovered, absorbed; specific nouns—granite, longhouse, cedar)
- Uses specialized vocabulary in informational writing (e.g., tessellate, parallelogram, butte, carbohydrate)
- Uses literary and sound devices (e.g., similes, personification, alliteration)

Grade Four
Grade Level Expectations and/or Benchmarks

3.2.3 Uses a variety of sentences

- Writes a variety of sentence beginnings (e.g., starts with an introductory adverb clause: “If you want to see an ant up close, you should use a magnifying glass.”)
- Writes a variety of sentence lengths
- Writes a variety of sentence structures (e.g., “My dog enjoys music and howls when we listen to certain songs. It makes me laugh. After his song is over, I give him a treat.”)
- Writes song lyrics with an AB AB pattern

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| Component 3.3: Knows and applies writing conventions appropriate for the grade-level. |
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3.3.1 Uses legible handwriting

- Maintains consistency in printing or cursive handwriting (e.g., size, spacing, formation, upper case and lower case)

Note: In components 3.3.1 through 3.3.8, skills are generally not repeated and build each year upon preceding years’ skills. Because these skills are learned and practiced as writing becomes more sophisticated, attention should be paid to skills in more than one year.

3.3.2 Spells words appropriate for the grade level accurately

- Uses spelling rules and patterns from previous grades
- Spells high frequency words correctly (e.g., people, water)
- Recognizes and uses grade-level appropriate spelling patterns Examples:
 - Affixes (e.g., -en, -in, -on, -an at end of words)
 - Rules such as -ge after long vowel, -dge after short vowel (e.g., rage and edge)
- Self-corrects spelling errors
- Develops a personal spelling list
- Uses resources to find correct spelling for words identified as misspelled (e.g., electronic spellers, dictionaries, personal dictionaries)

3.3.3 Applies capitalization rules

- Uses capitalization rules from previous grades
- Capitalizes important words in a title of a book or article (e.g., Martin's Big Words: the Life of Dr. Martin Luther King, Jr.)
- Capitalizes abbreviations correctly (e.g., Calif. or CA; Mr.; Dr.)
- Uses resources to correct capitalization

3.3.4 Applies punctuation rules

- Uses punctuation rules from previous grades
- Uses comma to set off titles or initials (e.g., Dr. Smith, M.D.)
- Uses comma in complete address (e.g., 12345 67th Ave., Spokane, WA)
- Uses comma after an introductory phrase (e.g., After the scary movie, she wished she had read the book.) or clause (e.g., After she went to the movie, she wanted to read the book.)
- Uses italics, underlining, or quotation marks for titles
- Uses colon after greeting in a business letter
- Uses hyphen between syllables at line breaks

Grade Four
Grade Level Expectations and/or Benchmarks

3.3.5 Applies usage rules

- Applies usage rules from previous grades
- Has single/plural agreement between nouns and modifiers (e.g., one child and two children)
- Uses correct placement of pronouns Correct examples:
 - Juanita and I went to the store.
 - She gave candy to Juanita and me.Incorrect examples:
 - Me and Juanita went to the store.
 - She gave candy to me and Juanita.
 - She gave the candy to Juanita and I.
- Uses “among” (more than two) vs. “between” (two)
- Uses conjunctions logically (e.g., I like dogs, but I am allergic to them.)
- Uses prepositions correctly (e.g., in the past, from one to another)
- Uses collective nouns (e.g., cache, herd)

3.3.6 Uses complete sentences in writing

- Uses no comma splices (e.g., They went to the store, they bought groceries.)

3.3.7 Applies paragraph conventions

- Uses paragraph conventions from previous grades

3.3.8 Applies conventional forms for citations

- Cites sources (e.g., lists titles and authors alphabetically)

Writing EALR 4: The student analyzes and evaluates the effectiveness of written work.

Component 4.1: Analyzes and evaluates others’ and own writing.

4.1.1 Analyzes and evaluates writing using established criteria

- Identifies professional authors’ styles and techniques (e.g., word choice, introductions, endings, points of view)
- Critiques a peers’ writing and supports the opinion using established criteria (e.g., content, organization, style, conventions)

4.1.2 Analyzes and evaluates own writing using established criteria

- Explains strengths and weaknesses of own writing using criteria (e.g., WASL rubric and anchor papers, checklists, 6-Trait scoring guides)
- Selects written work for a portfolio and justifies the decision with criteria
- Provides evidence that goals have been met (e.g., “This piece demonstrates how well I now elaborate.”)

Component 4.2: Sets goals for improvement.

4.2.1 Evaluates and adjusts writing goals using criteria

- Sets goals by comparing own writing to rubric and anchor papers (e.g., WASL rubric and anchor papers, writing continuum)
- Writes reflection about growth in writing and creates an improvement plan (e.g., across several pieces of writing or in response to a specific piece of writing)
- Evaluates own use of writing process and sets goals (e.g., “When I edit, I need to use a dictionary to check for spelling.” “When revising, I need to re-read my writing to see if it makes sense.”)
- Maintains a written log of goals

SCIENCE

In fourth grade, students use their developing investigative skills to begin to compare systems. They examine cause and effect and ask what is a fact and what is an opinion. They are primarily exploring more complex systems in a more complex manner, such as the changes of earth systems over time.

Science EALR 1: The student understands and uses scientific concepts and principles.

Component 1.1 Properties: Understand how properties are used to identify, describe, and categorize substances, materials, and objects and how characteristics are used to categorize living things.

1.1.1 Understand how to use properties to sort natural and manufactured materials and objects.

- Identify, describe, and sort objects and materials using observed physical properties such as hardness, shape, state of matter, smell, temperature, texture, weight, and magnetic properties.
- Sort and classify natural and manufactured materials and objects according to various physical properties (e.g., length, weight, hardness, temperature, color, shape, texture, and smell).
- Identify and describe the state of water as solid, liquid, or gas in different situations.
- Identify which states of matter (solid, liquid, or gas) can change shape and which can expand to fill a container.

1.1.3 Understand the behavior of sound in terms of vibrations and pitch and the behavior of light in terms of bouncing off, passing through, and changes in direction.

- Experience, measure, and describe the motion of light as light bounces off and/or passes through an object.

1.1.4 Understand that energy comes in many forms.

- Describe the forms of energy present in a system (i.e., energy of motion [kinetic], heat energy, sound energy, light energy, electrical energy, chemical energy, and food energy).

1.1.5 Understand physical properties of Earth materials including rocks, soil, water, and air.

- Describe the states of water on Earth (i.e., clouds, fog, dew, rain, hail, snow, ice) as solid, liquid, or gas.
- Describe the common conditions or properties of air (i.e., moving, blowing, wind, still, warm, cold, moist, takes up space, has weight).

1.1.6 Understand how to distinguish living from nonliving and how to use characteristics to sort common organisms into plant and animal groups.

- Describe the characteristics of organisms.
- Describe and sort organisms using multiple characteristics (e.g., anatomy such as fins for swimming or leaves for gathering light, behavior patterns such as burrowing or migration, how plants and animals get food differently).
- Classify and sort common organisms into plant and animal groups.

Component 1.2 Structures: Understand how components, structures, organizations, and interconnections describe systems.

1.2.1 Analyze how the parts of a system go together and how these parts depend on each other.

- Describe a simple system that can perform a task and illustrate how the parts depend on each using common classroom materials.
- Explain how one part of a system depends upon other parts of the same system.

Grade Four
Grade Level Expectations and/or Benchmarks

1.2.2 Understand that energy can be transferred from one object to another and can be transformed from one form of energy to another.

- Identify where or when a part of a simple system has the greatest or least energy (e.g., a toy car has the greatest energy when released from the top of a ramp).
- Describe transfers of energy (e.g., heat energy is transferred from hot water to a cup).
- Identify sources of energy in systems (e.g., battery for a flashlight, spring for a toy).
- Describe transformations of energy (e.g., energy of motion of hands clapping changing into sound energy).

1.2.3 Know that substances are made of small particles.

- Identify small parts of a substance as still being that substance (e.g., a drop of water is still water; a speck of sugar is still sugar).
- Observe and describe that some particles can only be seen with magnification.
- Describe objects that are made of only one kind of material and objects made of several kinds of material.

1.2.5 Know how the Sun, Moon, and stars appear from Earth.

- Describe the daily motion of the Sun, Moon, and stars as seen from Earth's surface (e.g., the Sun, the Moon, and the stars all rise in the east and set in the west).
- Describe how the Moon looks a little different every day as seen from Earth (e.g., the lighted portion of the Moon changes shape every day).
- Describe how the patterns of stars in the sky stay the same as seen from Earth (e.g., constellations such as the "Big Dipper" always have the same pattern).

1.2.8 Understand the organization and function of human body structures and organs and how those structures and organs interconnect.

- Recognize, explain and give examples of human systems that are composed of organs (e.g., ear for hearing, mouth for speech).
- Describe the functions of major organs (e.g., the skin protects the human body from harmful substances, unhealthy organisms, and from drying out; the brain get signals from the parts of the human body, controls the life functions, and sends signals out to the body parts).
- Describe the interdependence of organ systems in the human body (e.g. what would happen if one part of the human body system was missing).
- Describe how the systems allow the human body to take in and use mineral nutrients, air, food, and water for living, growth, and repair (e.g., breathing in air supplies the oxygen in order to live).
- Identify and describe how the human body systems compare to the systems of other living organisms (e.g. Human ear compared to an elephant for hearing sound).

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| <p>Component 1.3 Changes: Understand how interactions within and among systems cause changes in matter and energy.</p> |
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1.3.3 Understand that a substance remains the same substance when changing state. Understand that two or more substances can react to become new substances. W

- Observe and describe water changing state from ice to liquid water to water vapor and back (e.g., with freezing, melting, evaporation, and condensation water remains water).

1.3.7 Know how the appearance of the Sun, Moon, and stars changes as seen from Earth. W

- Describe how the Sun rises and sets at different places and times every day in a yearly pattern.
- Describe how the appearance of the Moon changes in a predictable pattern (e.g., new Moon to full Moon every 28 days).
- Describe how star patterns are different at different times of the year as seen from Earth (e.g., constellations such as Orion cannot always be seen during the course of a year).

Grade Four
Grade Level Expectations and/or Benchmarks

1.3.8 Understand that living things need constant energy and matter.

- Identify sources of energy and matter used by animals to grow and sustain life (e.g., air, water, light, food, mineral nutrients).

Science EALR 2: The student knows and applies the skills and processes of science and technology.

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| Component 2.1 Investigating Systems: Develop the knowledge and skills necessary to do scientific inquiry. |
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2.1.1 Understand how to ask a question about objects, organisms, and events in the environment.

- Identify the question being answered in an investigation.
- Ask questions about objects, organisms, and events based on observations of the natural world.

2.1.2 Understand how to plan and conduct simple investigations following all safety rules.

- Make predictions of the results of an investigation.
- Identify and use simple equipment and tools (such as magnifiers, rulers, balances, scales, and thermometers) to gather data and extend the senses.
- Follow all safety rules during investigations.

2.1.3 Understand how to construct a reasonable explanation using evidence.

- Generate a scientific conclusion including supporting data from an investigation (e.g., grass grows taller with more light; with only 2 hours of light each day, grass grew 2 centimeters in two weeks, but with 6 hours of light, grass grew 8 centimeters).
- Describe a reason for a given conclusion using evidence from an investigation.
- Generate a scientific explanation of observed phenomena using given data.

2.1.4 Understand how to use simple models to represent objects, events, systems, and processes.

- List similarities and differences between a model and what the model represents (e.g., a hinge and an elbow; a spinning globe and Earth's rotations; steam from a tea kettle and clouds or fog).
- Create a simple model to represent common objects, events, systems, or processes (e.g., diagram or map and /or physical model).
- Investigate phenomena using a simple physical or computer model or simulation.

2.1.5 Understand how to report investigations and explanations of objects, events, systems, and processes.

- Report observations or data of simple investigations without making inferences.
- Summarize an investigation by describing:
 - reasons for selecting the investigative plan
 - materials used in the investigation
 - observations, data, results
 - explanations and conclusions in written, mathematical, oral, and information technology presentation formats
 - safety procedures used

Grade Four
Grade Level Expectations and/or Benchmarks

Component 2.2 Nature of Science: Understand the nature of scientific inquiry

2.2.1 Understand that all scientific observations are reported accurately and honestly even when the observations contradict expectations. W

- Explain why scientific observations are recorded accurately and honestly.
- Explain why scientific records of observations are not changed even when the records do not match initial expectations.
- Explain why honest acknowledgement of the contributions of others and information sources are necessary.

2.2.2 Understand that scientific facts are measurements and observations of phenomena in the natural world that are repeatable and/or verified by expert scientists. W

- Describe whether measurements and/or observations of phenomena are scientific facts.
- Describe whether a report of an observation is a scientific fact or an interpretation (e.g., seeing a light in the night sky versus seeing a star).

2.2.3 Understand why similar investigations may not produce similar results. W

- Describe reasons why two similar investigations can produce different results (e.g., identify possible sources of error).
- Explain whether sufficient information has been obtained to make a conclusion.

2.2.4 Understand how to make the results of scientific investigations reliable. W

- Describe how the method of investigation insures reliable results (i.e., reliability means that repeating an investigation gives similar results).
- Identify and describe ways to increase the reliability of the results of an investigation (e.g., multiple trials of an investigation increase the reliability of the results).

2.2.5 Understand that scientific comprehension of systems increases through inquiry. W

- Describe how scientific inquiry results in facts, unexpected findings, ideas, evidence, and explanations.
- Describe how results of scientific inquiry may change our understanding of the systems of the natural and constructed world.

Science EALR 3: The student understands the nature and contexts of science and technology.

Component 3.1 Designing Solutions: Apply knowledge and skills of science and technology to design solutions to human problems or meet challenges.

3.1.1 Understand problems found in ordinary situations in which scientific design can be or has been used to design solutions. W

- Describe an appropriate question that could lead to a possible solution to a problem.
- Describe how science and technology could be used to solve a human problem (e.g., using an electric lamp as a source of varied light for plant growth).
- Describe the scientific concept, principle, or process used in a solution to a human problem (e.g., a student using the force of a stretched spring for a push or pull).
- Describe how to scientifically gather information to develop a solution (e.g., find an acceptable information source, do an investigation, and collect data).

Grade Four
Grade Level Expectations and/or Benchmarks

3.1.2 Understand how the scientific design process is used to develop and implement solutions to human problems.

- Propose, implement, and document the scientific design process used to solve a problem or challenge:
 - define the problem
 - scientifically gather information and collect measurable data
 - explore ideas
 - make a plan
 - list steps to do the plan
 - scientifically test solutions
 - document the scientific design process
- Describe possible solutions to a problem (e.g., preventing an injury on the playground by creating a softer landing at the bottom of a slide).
- Describe the reason(s) for the effectiveness of a solution to a problem or challenge.

3.1.3 Analyze how well a design or a product solves a problem.

- Identify the criteria for an acceptable solution to a problem or challenge.
- Describe the reason(s) for the effectiveness of a solution to a problem or challenge using scientific concepts and principles.
- Describe the consequences of the solution to a problem or challenge (e.g., sharpening a crayon results in using up crayons faster).
- Describe how to change a system to solve a problem or improve a solution to a problem.
- Test how well a solution works based on criteria, and recommend and justify, with scientific concepts or principles and data, how to make it better (e.g., sharpen a crayon using sandpaper; one grit is better than another).

Component 3.2 Science, Technology and Society: Analyze how science and technology are human endeavors, interrelated to each other, society, the workplace, and the environment.

3.2.1 Understand that science and technology have been practiced by all peoples throughout history.

- Describe how individuals of diverse backgrounds have made significant scientific discoveries or technological advances.
- Describe how advancements in science and technology have developed over time and with contributions from diverse people.

3.2.2 Understand that people have invented tools for everyday life and for scientific investigations.

- Describe how scientific tools help people design solutions to human problems (e.g., hand lens to see the detailed structure of leaves).

3.2.3 Understand how knowledge and skills of science, mathematics, and technology are used in common occupations.

- Identify science, math, and technology skills used in a career.
- Identify occupations using scientific, mathematical, and technological knowledge and skills.

3.2.4 Understand how humans depend on the natural environment and can cause changes in the environment that affect humans' ability to survive.

- Describe how resources can be conserved through reusing, reducing, and recycling.

COMMUNICATIONS

Communications EALR 1: The student uses listening and observation skills to gain understanding.

Component 1.1: Uses listening and observation strategies and skills to focus attention and interpret information.

1.1.1 Applies a variety of listening strategies to accommodate the listening situation.

- Adapts listening behavior to attend to a task.
- Responds to verbal and non-verbal cues associated with the situation (e.g., classroom routine and/or teacher/peer interaction).
- Sustains attention during group activities.
- Uses strategies for enjoyment listening, active listening, critical listening when appropriate. (See GLE 1.1.2 and 1.2.1.)

1.1.2 Applies a variety of listening and observation skills/ strategies to interpret information.

- Follows a sequence of three oral directions.
- Identifies main idea and gives three or more supporting details.
- Paraphrases information by repeating most important parts (Repeating).
- Asks questions to clarify content and meaning of the message (e.g., Math - “How did you decide that those two events were equally likely to happen?” Social Studies – “Maps from the 19th Century show that local tribes settled near bodies of water. Did they do this because of fishing?”).
- Provides feedback pertinent to the listening or observation situation (e.g., Visual Arts – clarifies story by sharing drawing of story map).
- Arranges ideas using a variety of organizing methods to interpret information with teacher guidance methods (e.g., drawings, graphic organizers, note taking, etc.).
- Explains visual information gained through observation required in content areas (e.g., Health – uses a poster of the heart to describe blood flow; Science - creates a simple model, physical or a diagram, to represent common objects, events, systems or processes)

Component 1.2: Interprets, analyzes, synthesizes, or evaluates information from a variety of sources.

1.2.1 Applies strategies to comprehend auditory and visual information.

- Makes inferences (e.g., Math - “I think more people preferred pizza because the sample group had mostly teenagers in it.”).
- Listens for, identifies and explains personal connections to events and emotions; and connections between events (e.g., Visual Art - the emotion captured in a painting; Reading/Theater- the different emotions of two characters in the same situation).
- Draws conclusions from auditory and visual information in content areas (e.g., Science – explains or draws the conclusion of a field investigation in the science note-book; Visual Arts – concludes why the artist created a work of art).
- Summarizes stories, information, and videos (e.g., Social Studies – “Stories told by members of local tribes tell how they changed their environment to meet their needs and wants.”)
- Explains feelings in the speaker’s message (empathetic listening) and supports with example (e.g., “I think Linda is anxious about moving to a new school, because she has butterflies in her stomach and said she is afraid she won’t have friends.”).

Grade Four
Grade Level Expectations and/or Benchmarks

1.2.2 Understands point of view and persuasion in mass media.

- Identifies point of view in an oral story or video with teacher guidance.
- Identifies and explains examples of persuasion used in mass media (e.g., advertisements in magazines, radio, television, product displays, and pop-ups on the Internet).

Communications EALR 2: The student uses communication strategies and skills to interact/work effectively with others.

Component 2.1: Uses language to interact effectively and responsibly.

2.1.1 Uses language that adapts to the needs of the audience, situation and setting.

- Selects language that is respectful of others' feelings and rights (e.g., no threats, bullying, derogatory or discriminatory language).
- Adjusts language register to the situation (e.g., speaking to a friend versus speaking to a substitute teacher, or adult classroom visitor).
- Chooses language that builds relationships in classroom activities or role playing situation (e.g., supportive, encouraging, constructive).

Component 2.2: Uses interpersonal skills and strategies to work collaboratively, solve problems and perform a task.

2.2.1 Understands how to show respect for others' input.

- Expresses one's self, uses turn-taking cues so that everyone has a chance to speak (e.g., a pause may be a turn-taking cue, the length of the pause may vary between children).
- Expresses support and acceptance by showing interest and seeking ideas and conclusions (e.g., "I like what you shared about your snake, Collin. Do all snakes lay eggs?").
- Demonstrates respectful disagreement (e.g., "I think you have a good idea, Keisha, but did you think about ...?").
- As a member of the audience, responds to the speaker with encouraging non-verbal communication (e.g., smiling, clapping and nodding at appropriate times).

2.2.2 Understands how to contribute responsibly in a one-to-one conversation or group setting.

- Sustains conversation by expressing and soliciting comments or opinions (e.g., What do you think? How would you do it? Do you agree with that?).
- Reaches a group decision through compromise with teacher guidance for large group solutions (e.g., blending differing points of view to reach a compromise, or choosing the quickest or best solution).
- Identifies and demonstrates rules that guide small group work (e.g., takes turns, stays on topic, contributes equally, encourages contributions of others).
- Assumes assigned role in group for completion of a task (e.g., leader, reporter).

Component 2.3: Use skills and strategies to constructively communicate interculturally.

2.3.1 Understands that individuals may have differing opinions, perspectives, and meanings for communication.

- Identifies one's own opinion and compares it to others' (e.g., "Jason likes to swim but I'm afraid of the water.").
- Explains how communication can have different meanings across cultures (e.g., clichés or words/phrases not intended for literal meaning).
- Defines perspective.

Grade Four
Grade Level Expectations and/or Benchmarks

2.3.2 Applies inter-cultural communication strategies.

- Identifies and explains different communication styles (e.g., silence, pace or tempo of conversation).
- Uses understanding of different styles to aid communication with teacher guidance

Communications EALR 3: The student uses communication skills and strategies to effectively present ideas and one's self in a variety of situations.

Component 3.1: Uses knowledge of topic/theme, audience, and purpose in planning presentations.

3.1.1 Understands how to plan for effective oral communication and presentation.

- Plans a presentation for a specific purpose with teacher guidance (e.g., to entertain, inform or explain).
- Selects material from a variety of resources (e.g., from a magazine, a video, or the Internet).
- Uses notes or other memory aids to structure presentation (e.g., prepared outline, graphic organizers).
- Uses tools (e.g., graphic organizers, notes, drawings) in the planning process to organize information in a logical sequence using transitions (e.g., chronological order).

Component 3.2: Uses media and other resources to support presentations.

3.2.1 Understands how to use available relevant media and resources to convey a message or enhance oral presentations.

- Uses visual aids with teacher guidance. (e.g., illustrations, photos, bar graphs, line plots, tables, charts and maps).
- Uses presentation technology with teacher guidance (e.g., presentation software, digital and video cameras).
- Uses reliable online sources with teacher guidance (e.g., Internet, encyclopedias).

Component 3.3: Uses effective delivery.

3.3.1 Applies skills for delivery of effective oral communication and presentations.

- Adjusts body language to increase engagement with audience (e.g., proximity to audience, includes purposeful gestures).
- Adjusts volume in order to engage the audience, with teacher guidance (e.g., lowers and raises voice for interest).
- Uses adult grammar and syntax appropriate to grade level.
- Uses appropriate language registers with teacher guidance (e.g., casual vs. formal: peer-to-peer and/or small group versus large group).

Communications EALR 4: The student analyzes and evaluates the effectiveness of communication.

Component 4.1: Assesses effectiveness of one's own and others' communication.

4.1.1 Applies established criteria to understand strengths and weaknesses of own communication.

- Seeks feedback from teacher and/or peers to improve communication (e.g., rubrics, checklists specific to type of communication: group work or presentation types).
- Identifies strengths and areas needing improvement in own communication using classroom criteria (e.g., a checklist for group work or presentations where students identify the presence or absence of the criteria).

Grade Four
Grade Level Expectations and/or Benchmarks

4.1.2 Analyzes and evaluates other’s formal and informal communication using established criteria.

- Examines elements of communication based on classroom criteria (a rubric or checklist) and offers feedback on strengths and weaknesses (e.g., “The presenter adjusted her volume.” “When you changed the volume of your voice, it really caught my attention.”).

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| Component 4.2: Sets goals for improvement . |
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4.21 Applies strategy for setting grade-level appropriate communication goals.

- Sets goals from any area of communication using feedback and creates a plan to meet the goals.
- Monitors progress toward meeting goals using a written record.

SOCIAL STUDIES

Generally nine-year olds prefer group activities to working alone. They are beginning to understand abstract concepts as well as cause-and-effect relationships. Because most nine-year olds are operating at a concrete level, they need real experiences to make social studies personally meaningful and memorable

History

Social Studies EALR H1: The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in the United States, world, and Washington State history.

Component H1.1: Understand and analyze historical time and chronology.

Benchmarks

- Group personal, local, state, and national events in terms of past, present, and future, and place in proper sequence on a timeline
- Identify and analyze relationships between historical events

Component H1.2: Understand events, trends, individuals, and movements shaping the United States, world, and Washington State history.

Benchmarks

- Describe and compare patterns of life over time in Washington State including: Native cultures of Washington, Maritime and overland exploration and trade (1774-1849), Immigration, settlement, and interaction of cultures (1830-statehood)

Component H1.3: Examine the influence of culture on the United States, world, and Washington State history.

Benchmarks

- Describe the contributions of people from various cultural groups to the development of local, Washington State, and U.S. history

Social Studies EALR H2: The student understands the origin and impact of ideas and technological developments on history.

Component H2.1: Compare and contrast ideas in different places, time periods, and cultures, and examine the interrelationships between ideas, change, and conflict.

Not Applicable at Grade Level Four

Component H2.2: Understand how ideas and technological developments influence people, culture, and environment.

Not Applicable at Grade Level Four

Geography

Social Studies EALR G1: The student uses maps, charts, and other geographic tools to understand the spatial arrangement of people, places, resources, and environments on Earth's surface.

Component G1.1: Use and construct maps, charts, and other resources to gather and interpret geographic information.

Benchmarks

- Examine a variety of maps to describe basic mapping elements (Location)
- Use basic mapping elements to construct a map that displays information about school grounds, a neighborhood, or a local community (Location, Place)

Component G1.2: Recognize spatial patterns on Earth's surface and understand the processes that create these patterns.

Benchmarks

- Locate places, major physical features, and human spatial patterns using maps, globes, and other sources (Location, Place, Region)

Social Studies EALR G2: The student understands the complex physical and human characteristics of places and regions.

Component G2.1: Describe the natural characteristics of places and regions and explain the causes of their characteristics.

Benchmarks

- Observe and describe the physical characteristics of the local area and Washington State (Location, Region, Place)

Component G2.2: Describe the patterns humans make on places and regions.

Benchmarks

- Observe and describe the human characteristics of the local area and Washington State (Location, Region, Place, Human/Environment Interaction)

Component G2.3: Identify the characteristics that define the Pacific Northwest and the Pacific Rim as regions.

Benchmarks

- Describe how distinct physical and human characteristics and their interactions define the Pacific Northwest as a region (Five Themes)

Social Studies EALR G3: The student observes and analyzes the interaction between people, the environment, and culture.

Component G3.1: Identify and examine people's interaction with and impact on the environment.

Benchmarks

- Identify choices individuals have in how they interact with the environment (Human/ Environment Interaction, Region)

Grade Four
Grade Level Expectations and/or Benchmarks

Component G3.2: Analyze how the environment and environmental changes affect people.

Benchmarks

- Describe how differing environments both provide varying opportunities and set limits for human activity (Human/Environment Interaction, Region, Place)
- Describe how people adapt to their environment to meet basic human needs and concerns (Human/Environment Interaction, Region)

Component G3.3: Examine cultural characteristics, transmission, diffusion and interaction.

Not Applicable at Grade Level Four

Civics

Social Studies EALR C1: The student understands and can explain the core values and democratic principles of the United States as set forth in foundational documents, including the Declaration of Independence and the Constitution.

Component C1.1: Understand and interpret the major ideas set forth in the Declaration of Independence, the Constitution, and other foundational documents.

Not Applicable at Grade Level Four

Component C1.2: Examine key ideals of United States democracy such as individual human dignity, liberty, justice, equality, and the rule of law.

Benchmarks

- Identify key democratic ideals of U.S. government
- Identify the traits of responsible citizenship and explain how they contribute to the democratic ideal.

Component C1.3: Examine representative government and citizen participation.

Benchmarks

- Identify examples of rights and responsibilities of citizenship

Social Studies EALR C2: The student analyzes the purposes and organization of government and laws.

Component C2.1: Understand and explain the organization of government at the federal, state, and local level including the executive, legislative, and judicial branches.

Benchmarks

- Identify the people and entities who make, apply, and enforce rules and laws
- Distinguish among local, state, and national public servants

Component C2.2: Understand the function and effect of law.

Benchmarks

- Explain the purpose of rules and laws

Grade Four
Grade Level Expectations and/or Benchmarks

Component C2.3: Compare and contrast democracies with other forms of government.

Benchmarks

- Explain what government is and what governments do

Social Studies EALR C3: The student understands the purposes and organization of international relationships and how United States foreign policy is made.

Component C3.1: Understand how the world is organized politically and how nations interact.

Not Applicable at Grade Level Four

Component C3.2: Recognize factors and roles that affect the development of foreign policy by the United States, other nations, and multinational organizations.

Benchmarks

- Provide examples of conflict, cooperation, and interdependence among individuals, groups, and nations

Social Studies EALR C4: The student understands the rights and responsibilities of citizenship and the principles of democratic civic involvement.

Component C4.1: Understand individual rights and their accompanying responsibilities including problem-solving and decision-making at the local, state, national, and international level.

Benchmarks

- Identify individual rights and the responsibilities they imply and the importance of respecting the rights of others

Component C4.2: Identify and demonstrate rights of United States citizenship related to school, local, state, national, and international issues.

Benchmarks

- Participate in civic discussion pertaining to public issues at school and in the local community
- Explain the important characteristics of U.S. citizenship

Component C4.3: Explain how various stakeholders influence public policy.

Benchmarks

- Describe how one person can make a difference in school or the local community

Economics

Social Studies EALR E1: Students understand the impact of scarcity on their personal lives and on the households, businesses, governments, and societies in which they are participants.

Component E1.1: Understand that the condition of scarcity requires people to choose among alternatives and bear the consequences of that choice.

Benchmarks

- Given a problem of choice, list possible costs and benefits of choosing each alternative

Grade Four
Grade Level Expectations and/or Benchmarks

Component E1.2: Understand that the availability and use of resources influences the production of goods and services in the economy.

Benchmarks

- Differentiate among resources, goods, and services
- Identify factors of production

Social Studies EALR E2: Students understand the essential characteristics of past and present economic systems.

Component E2.1: Recognize that both buyers and sellers participate in voluntary trade because both expect to gain from the exchange.

Benchmarks

- Recognize that people trade or exchange goods and services only when they think they will gain
- Describe how markets are created by buyers and sellers exchanging goods and services
- Understand that exchange will lead to specialization

Component E2.2: Explain how different economic systems produce, distribute, and exchange goods and services.

Benchmarks

- Recognize that economies distribute and exchange goods and services in different ways depending on laws, values, and customs
- Give an example of how laws and/or beliefs influence what is bought and sold

Component E2.3: Understand that prices in competitive markets create incentives that influence the choices of buyers and sellers.

Benchmarks

- Understand that competition is when there are buyers and sellers of similar products in the same markets at the same time
- Understand that a higher price for a good or service provides an incentive for buyers to purchase less of a good or service and for producers to make or sell
- Analyze that sellers advertise their goods and services in order to increase sales

Component E2.4: Understand that investment in people, tools, and technology affects employment levels and standards of living.

Benchmarks

- Explain how economic change affects individuals and societies in neighborhoods, communities, and countries
- Analyze the impact of technology and tools of the production of goods and services

Social Studies EALR E3: Students understand the role of government and institutions in past and present economic systems.

Component E3.1: Analyze the role of government as participant in an economy through taxation, spending, and policy setting.

Benchmarks

- Provide examples of how governments use taxation to pay for goods and services
- Understand that governments provide certain kinds of goods and services in a market economy
- Provide examples of how governments use taxation to pay for goods and services

Grade Four
Grade Level Expectations and/or Benchmarks

Component E3.2: Understand the role of money, banking, and financial institutions and how individuals and businesses use them.

Benchmarks

- Explain how money makes trading easier by replacing barter with currency, coins, or checks
- Recognize that economies distribute and exchange goods and services in different ways depending on laws, values, and customs

THE ARTS

Arts EALR 1: The student understands and applies arts knowledge and skills.

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| Benchmark Component 1.1: Understand arts concepts and vocabulary. |
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Dance

1.1.1 Elements:space; time; energy/force

- Identifies and describes the elements of dance used in the dances of others
- Demonstrates coordination crossing the center line of the body, including the grapevine pattern (loco-motor and non-locomotor movement)
- Creates movement that include positive and negative space (space)
- Creates and performs heavy and light movement (energy)

1.1.2 Principles of Organization: repetition; form/design; theme

- Improvises movement using the elements of dance
- Identifies the theme or main idea in the dances of others

Music

1.1.1 Elements:Pitch; Rhythm; Expression (dynamics, style, tempo, phrasing); Timbre

- Understands and uses dynamic symbols (i.e., pp,p,mp,mf,f,ff) (expression)
- Identifies families of instruments by sight and sound (timbre)

1.1.2 Principles of Organization: notation; form; melody; harmony

- Identifies and writes notes in the treble clef (*notation*)
- Identifies simple musical forms (i.e., introduction, interlude, coda, rondo) (*form*)
- Creates a simple melody (*melody*)

Theatre

1.1.1 Elements:character; setting; dialogue; conflict

- Identifies and describes character(s) within a scene/play
- Identifies and describes locations within the setting of a scene/play
- Identifies and describes probable actions leading to conflict resolution within a scene/play

1.1.2 Principles of Organization: plot; design; theme

- Identifies probable conflict resolutions within a scene/play
- Identifies and describes sounds in scene/play
- Identifies the main idea of a scene/play

Visual Arts

1.1.1 Elements:line; shape/form; texture; color; space; value

1.1.2 Principles of Organization: balance; emphasis/dominance; proportion; movement/ rhythm; repetition/ pattern; variety; harmony; unity

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| Benchmark Component 1.2: Develop arts skills and techniques. |
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Dance

- Describes how dance improves strength, flexibility, and cardiovascular fitness
- Performs sequences of movement from memory

Grade Four
Grade Level Expectations and/or Benchmarks

Music

- Sings and matches pitch throughout a major diatonic scale
- Creates an improvisational interlude
- Demonstrates proper technique on at least one pitched instrument

Theatre

- Selects and uses specific vocal qualities (e.g., volume, diction, rate, pitch, tone) in dramatic activities
- Uses emotional and sensory recall to create character
- Works within a small group to solve a dramatic problem
- Identifies focus techniques that enhance dramatic performances

Benchmark Component 1.3: Understand and apply arts styles from various artist, cultures, and times.

Dance

- Describes the attributes of artworks used by specific artists or cultures

Music

- Describes the attributes of artworks used by specific artists or cultures

Theatre

- Describes the attributes of artworks used by specific artists or cultures

Visual Arts

- Describes the attributes of artworks used by specific artists or cultures

Benchmark Component 1.4: Apply audience skills in a variety of arts settings and performances

Dance

- Demonstrates respect for the artist

Music

- Demonstrates respect for the artist

Theatre

- Demonstrates respect for the artist

Visual Arts

- Demonstrates respect for the artist

Arts EALR 2: The student demonstrates thinking skills using artistic processes.

Benchmark Component 2.1: Apply a creative process in the arts:

- Conceptualize** the context or purpose
- Gather** information from diverse sources
- Develop** ideas and techniques
- Organize** arts elements, forms, and/or principles into a creative work
- Reflect** for the purpose of elaboration and self-evaluation
- Refine** work based on feedback
- Present** work to others

Dance

- Applies previously learned arts concepts, vocabulary, skills and techniques through a creative process

Grade Four
Grade Level Expectations and/or Benchmarks

Music

- Applies previously learned arts concepts, vocabulary, skills and techniques through a creative process

Theatre

- Applies previously learned arts concepts, vocabulary, skills and techniques through a creative process

Visual Arts

- Applies previously learned arts concepts, vocabulary, skills and techniques through a creative process

Benchmark Component 2.2: Apply a performance process in the arts:

Identify audience and purpose

Select artistic work (repertoire) to perform

Analyze structure and background of work

Interpret by developing a personal interpretation of the work

Rehearse, adjust, and refine through evaluation and problem-solving

Present work for others

Reflect and evaluate

Dance

- Applies previously learned arts concepts, vocabulary, skills and techniques through a performance process

Music

- Applies previously learned arts concepts, vocabulary, skills and techniques through a performance process

Theatre

- Applies previously learned arts concepts, vocabulary, skills and techniques through a performance process

Visual Arts

- Applies previously learned arts concepts, vocabulary, skills and techniques through a performance process

Benchmark Component 2.3: Apply a responding process to an arts presentation.

Engage actively and purposefully

Describe what is seen and/or heard

Analyze how the elements are arranged and organized

Interpret based on descriptive properties

Evaluate using supportive evidence and criteria

Dance

- Applies previously learned arts concepts, vocabulary, skills and techniques through a performance process

Music

- Applies previously learned arts concepts, vocabulary, skills and techniques through a performance process

Theatre

- Applies previously learned arts concepts, vocabulary, skills and techniques through a performance process

Visual Arts

- Applies previously learned arts concepts, vocabulary, skills and techniques through a performance process

Grade Four
Grade Level Expectations and/or Benchmarks

Arts EALR 3: The student communicates through the arts.

Benchmark Component 3.1: Use the arts to express and present ideas and feelings.

Dance

- Identifies how ideas and feelings are expressed through the arts

Music

- Identifies how ideas and feelings are expressed through the arts

Theatre

- Identifies how ideas and feelings are expressed through the arts

Visual Arts

- Identifies how ideas and feelings are expressed through the arts

Benchmark Component 3.2: Use the arts to communicate for a specific purpose.

Dance

- Uses the arts to communicate for a specific purpose (e.g., share traditions, ceremonies)

Music

- Uses the arts to communicate for a specific purpose (e.g., share traditions, ceremonies)

Theatre

- Uses the arts to communicate for a specific purpose (e.g., share traditions, ceremonies)

Visual Arts

- Uses the arts to communicate for a specific purpose (e.g., share traditions, ceremonies)

Benchmark Component 3.3: Develop personal aesthetic criteria to communicate artistic choices.

Dance

- Recognizes that aesthetic choices are influenced by culture

Music

- Recognizes that aesthetic choices are influenced by culture

Theatre

- Recognizes that aesthetic choices are influenced by culture

Visual Arts

- Recognizes that aesthetic choices are influenced by culture

Arts EALR 4: The student makes connections within and across the arts to other disciplines, life, cultures, and work.

Benchmark Component 4.1: Demonstrate and analyze the connections among the arts disciplines.

Dance

- Demonstrates skills and processes common among arts disciplines (i.e., creating, practicing, performing, exhibiting, collaborating)

Grade Four
Grade Level Expectations and/or Benchmarks

Music

- Demonstrates skills and processes common among arts disciplines (i.e., creating, practicing, performing, exhibiting, collaborating)

Theatre

- Demonstrates skills and processes common among arts disciplines (i.e., creating, practicing, performing, exhibiting, collaborating)

Visual Arts

- Demonstrates skills and processes common among arts disciplines (i.e., creating, practicing, performing, exhibiting, collaborating)

Benchmark Component 4.2: Demonstrate and analyze the connections among the arts and other content areas.

Dance

- Identifies steps of processes common to the arts and other content areas (i.e., creative writing and scientific processes)

Music

- Identifies steps of processes common to the arts and other content areas (i.e., creative writing and scientific processes)

Theatre

- Identifies steps of processes common to the arts and other content areas (i.e., creative writing and scientific processes)

Visual Arts

- Identifies steps of processes common to the arts and other content areas (i.e., creative writing and scientific processes)

Benchmark Component 4.3: Understand how the arts impact lifelong choices.

Dance

- Identifies and analyzes how the arts impact consumer choices

Music

- Identifies and analyzes how the arts impact consumer choices

Theatre

- Identifies and analyzes how the arts impact consumer choices

Visual Arts

- Identifies and analyzes how the arts impact consumer choices

Benchmark Component 4.4: Understand that the arts shape and reflect culture and history.

Dance

- Identifies general attributes of artworks from a specific culture

Music

- Identifies general attributes of artworks from a specific culture

Grade Four
Grade Level Expectations and/or Benchmarks

Theatre

- Identifies general attributes of artworks from a specific culture

Visual Arts

- Identifies general attributes of artworks from a specific culture

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| Benchmark Component 4.5: Demonstrate the knowledge of arts careers and the knowledge of arts skills in the world of work. |
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Dance

- Practices/ rehearses to refine arts skills

Music

- Practices/ rehearses to refine arts skills

Theatre

- Practices/ rehearses to refine arts skills

Visual Arts

- Practices/ rehearses to refine arts skills

HEALTH & FITNESS

Note: EALR subcomponents are listed; draft GLEs (11/2003) are shown following in italics.

Health & Fitness EALR 1.0: The student acquires the knowledge and skills necessary to maintain an active life: Movement, physical fitness, and nutrition.

Component 1.1: Develop fundamental and complex movement skills, as developmentally appropriate.

Benchmark Indicator 1.1.1.a Demonstrate physical skills (locomotors, non-locomotors, and manipulative) that contribute to movement proficiency.

Demonstrate manipulative skills contributing to movement proficiency.

- Throw accurately with mature form to a moving target
- Catch with mature form objects thrown at different levels
- Kick/pass/punt a ball while moving
- Foot dribble around objects with control
Hand dribble at various speeds with control
- Strike using a manipulative with several forms (i.e. backhand, forehand, underhand, batting)
- Volley in succession to a partner

Demonstrate mature form in locomotors patterns and non-locomotors skills.

- Demonstrates rhythmic movement during activities (jump rope, step box)
- Dynamic balance with control (e.g. cartwheels, balance beams, unicycling)
- Designs and performs repeatable sequences of rolling and weight transfer activities with smooth transition

Component 1.2: Safely participates in a variety of developmentally appropriate physical activities.

Benchmark Indicator 1.2.1 - Follows rules and safety procedures while participating in a variety of physical activities.

Applies rules and safety procedures while participating in a variety of physical activities.

- Proper use of equipment
- Maintains body control in general and personal space
- Follows classroom/school rules
- Follows rules as they apply to specific activities
- Demonstrate safe play

Component 1.3: Understands the concepts of health-related physical fitness and develop and monitor progress on personal fitness goals.

Benchmark Indicator 1.3.1 – Develop a fitness vocabulary and awareness of fitness concepts while participating regularly in a variety of physical activities for fitness and play.

Identify and define components of fitness (muscular strength and muscular endurance, flexibility, cardiorespiratory endurance, and body composition) and the concepts of fitness for daily living.

- Define the components of fitness, and how they are used in daily living
- Monitor self progress in a teacher-designed fitness log (i.e., activity log, assessment data)

Grade Four
Grade Level Expectations and/or Benchmarks

Component 1.4: Understand the relationship of nutrition and food nutrients to physical performance and body composition.

Benchmark Indicator 1.4.1 a. Identify how bodily function and physical performance are affected by food consumption.

Describe how bodily function and physical performance are affected by food consumption.

- List the key nutrients (carbohydrates, proteins, fats) in appropriate food groups
- Analyzes caloric intake and expenditure

Benchmark Indicator 1.4.1 b. Recognize the benefits of movement, fitness, and nutrition.

Recognize the benefits of movement, fitness, and nutrition.

- Identify the various components of fitness relate to the activity pyramid

Health & Fitness EALR 2.0: The student acquires the knowledge and skills necessary to maintain a healthy life: Recognize patterns of growth and development, reduce health risks and live safely.

Component 2.1: Recognize patterns of growth and development.

Benchmark Indicator 2.1.1 a Describe the structure and function of human body systems.

Understand the structure and function of human body systems.

- Identify basic body systems (nervous, muscular, cardio/circulatory)
- Demonstrate how the body systems function (nervous, muscular, cardio/circulatory)

Benchmark Indicator 2.1.1 b. Identify hereditary factors that affect growth and development.

Identify hereditary factors that affect growth and development.

- Recognize hereditary factors that affect growth and development

Benchmark Indicator 2.1.1.c. Describe the influence of nutrition on health and development.

Understand the influence of nutrition on health and growth /development.

- Recognize how dietary habits (food selection) affect overall health, and growth/development

Component 2.2: Understanding the concept of control and prevention of disease.

Benchmark Indicator 2.2.1.a Identify skills that help in the prevention of non-communicable diseases.

Understands the skills that control and prevent non-communicable diseases.

- Identify healthy practices for the prevention of non-communicable diseases (heart disease, Type II diabetes, cancer)
- Identify the practices that reduce risk factors for non-communicable disease (smoking)

Grade Four
Grade Level Expectations and/or Benchmarks

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| Component 2.3: Acquire skills to live safely and reduce health risks. |
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Benchmark Indicator 2.3.1.a Explain one's right to personal and physical safety.

Understand one's right to personal and physical safety.

- Demonstrate appropriate use of personal space
- Define appropriate and inappropriate touch
- Recognize the right for the refusal of unsafe activity

Benchmark Indicator 2.3.1.b Identify abuse and risky situations and demonstrate safe behaviors to prevent injury to self and others at home, school, and in the community.

Understand abuse and risky situations and demonstrate safe behaviors to prevent injury to self and others at home, school, and in the community.

- Identify the various aspects of harassment (bullying, teasing, threatening)
- Describe appropriate responses to harassment.
- Identify safe and risky behaviors at home, school and in the community
- Identify injury prevention behaviors (fire, water, bike)
- Identify terms/definitions related to abuse and risky situations
- Illustrate the decision-making model (Is it safe? Is it legal? Would your parents approve?) in a script/skit or dialogue
- Dramatize conflict and anger management situations (role playing, discuss and evaluate)

Benchmark Indicator 2.3.1.c Identify sources to ask for help in an emergency or crisis.

Know the sources to ask for help in an emergency or crisis.

- Describe getting/giving reliable help (peers, teachers, parents, emergency personnel...sheriff, fire, 911, poison control, neighbor, self)
- Know and define vocabulary: crisis, emergency situations, simple or immediate first aid (bee stings, burns, choking, poison, nose bleed)

Benchmark Indicator 2.3.1.d Identify the differences between harmful and helpful stress; recognize signals of too much stress and when to ask an adult for help.

Know the differences between harmful and helpful stress; recognize signals of too much stress and when to ask an adult for help.

- Compare definitions of stress (eustress and distress)
- Identify signals of stress
- Select appropriate help (who, when, how)

Benchmark Indicator 2.3.1.e Identify physical, emotional, and legal consequences of using nicotine, alcohol, and other drugs, and apply skills to resist any harmful use of substances.

Understand the physical and legal consequences of using nicotine, alcohol, and other drugs, and apply skills to resist any harmful use of substances.

- Demonstrate skills involved in avoiding risky situations (including refusal skills)
- Recognize the consequences of alcohol, tobacco, and other drug use (legal, health risks, parents)

Grade Four
Grade Level Expectations and/or Benchmarks

Health & Fitness EALR 3.0: The student analyzes and evaluates the impact of real-life influences on health.

Component 3.1: Understand how environmental factors affect one's health.

Not incorporated at Grade Level Four

Component 3.2: Gather and analyze health information.

Benchmark Indicator 3.2.1.a Determine reliable sources of health information.

Know reliable sources of health information.

- List criteria for judging reliable sources of health information (parents, medical information, community agencies, etc.)
- Apply research skills: fact vs. myth, fiction vs. non-fiction, web-based information

Benchmark Indicator 3.2.1.b Identify messages about safe and unsafe behaviors such as those found in tobacco or alcohol advertising.

Understand the messages about safe and unsafe behaviors.

- Identify the techniques the media uses for persuasion (bandwagon and testimonial as associated with tobacco, alcohol, toy, and food products)
- Identify products, resources, and messages that promote health (wear seatbelts, bike helmets, video)
- Recognize hidden messages (*happier, richer, fit-in, join the crowd*)

Component 3.3: Use social skills to promote health and safety in a variety of situations.

Benchmark Indicator 3.3.1 Applies appropriate social skills to keep out of trouble and resist pressure from others.

Applies social skills to keep out of trouble and resist pressure from others.

- Demonstrate how to avoid risky situations
- Demonstrate using appropriate social skills in all settings

Component 3.4: Understand how emotions influence decision making.

Benchmark Indicator 3.4.1.a Express emotions in healthy ways and form safe and respectful relationships.

Knows how to express emotions in healthy ways and form safe and respectful relationships.

- Develop strategies to choose appropriate emotional responses affecting relationships

Benchmark Indicator 3.4.1.b Recognize a variety of emotions and how they affect self and others. Develop strategies about how to act in emotional situations.

Recognize and understand emotions and how they affect decision-making.

- Use strategies to resolve emotional situations affecting self and others
- Choose appropriate emotional-response strategies

Health & Fitness EALR 4.0: The student effectively analyzes health and safety information to develop health and fitness plans based on life goals.

Component 4.1: Analyze health and safety information.

Benchmark Indicator 4.1.1.a Identify how fitness and healthy living are important for life goals.

Apply the components of fitness used at home, school, and in the community.

- Illustrate (i.e. fitness log, portfolio, and journaling) the physical fitness components used to perform age appropriate activities (chores, jobs, play)

Benchmark Indicator 4.1.1.b Identify how fitness and healthy living are important for life goals

Apply principles of safety within the components of fitness.

- Use safety principles when performing age appropriate activities (i.e., chores, exercises, stretching, play)

Component 4.2: Develop a health and fitness plan and a monitoring system.

Benchmark Indicator 4.2.1 – Set daily goals for improving health and fitness practices.

Define and set goals for improving health and fitness practices.

- Evaluate and apply health and fitness practices as it impacts daily health to avoid disease (stress, diet, regular exercise)