

FOURTH GRADE THIRD NINE WEEKS

READING

**Reading Applications:
Literary Text**

D 4. Identify the speaker and recognize the difference between first- and third- person narration.
F 6. Identify and explain the defining characteristics of literary forms and genres, including poetry, drama, fables, fantasies, chapter books, fiction and non-fiction.
G 8. Identify figurative language in literary works, including idioms, similes and metaphors.

**Reading Applications:
Informational, Technical
and Persuasive Text**

C 3. Locate important details about a topic, using different sources of information, including books, magazines, newspapers and online resources.

F 2. Summarize main ideas in informational text, using supporting details as appropriate.

Acquisition of Vocabulary

A 2. Use context clues to determine the meaning of synonyms, antonyms, homophones, homonyms, and homographs.
B 4. Identify and apply the meaning of the terms synonym, antonym, homophone and homograph.
B 5. Identify and understand new uses of words and phrases in text, such as similes and metaphors.
C 3. Recognize the difference between the meanings of connotation and denotation.
D 6. Identify word origins to determine the meaning of unknown words and phrases.

**Reading Process:
Concepts of Print,
Comprehension
Strategies, and Self-
monitoring Strategies**

B 3. Compare and contrast information on a single topic or theme across different text and non-text resources.
B 5. Make inferences or draw conclusions about what has been read and support those conclusions with textual evidence.
C 7. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
D 10. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others)

WRITING

**Communications: Oral and
Visual**

A 1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact.)
B 2. Recall the main idea, including relevant supporting details, and identify the purpose of presentations and visual media.
C 4. Demonstrate an understanding of the rules of the English language.
C 5. Select language appropriate to purpose and audience.
C 6. Use clear diction and tone, and adjust volume and tempo to stress important ideas.
C 7. Adjust speaking content according to the needs of the audience.
D 3. Distinguish between a speaker's opinions and verifiable facts.

Research

A 1. Identify a topic and questions for research and develop a plan for gathering information.
A 2. Locate sources and collect relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources)
B 3. Identify important information found in the sources and summarize the important findings.
B 4. Create categories to sort and organize relevant information charts, tables, or graphic organizers.
C 5. Discuss the meaning of plagiarism and create a list of sources.
D 6. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information gathered.

Writing Conventions

A 1. Write legibly in cursive, spacing letters, words and sentences appropriately.
B 2. Spell high-frequency words correctly.
B 3. Spell plurals and inflectional endings correctly.
B 4. Spell roots, suffixes and prefixes correctly.
C 5. Use commas, end marks, apostrophes and quotation marks correctly.
C 6. Use correct capitalization.
D 7. Use various parts of speech such as nouns, pronouns and verbs (e.g., regular and irregular, past, present and future)
D 8. Use conjunctions and interjections
D 9. Use adverbs
D 10. Use prepositions and prepositional phrases.
D 11. Use objective and nominative case pronouns.
D 12. Use subjects and verbs that are in agreement.
D 13. Use irregular plural nouns.

Writing Processes

A 1. Generate writing ideas through discussions with others and from printed material.
A 2. State and develop a clear main idea for writing.
B 3. Develop a purpose and audience for writing.
C 4. Use organizational strategies (e.g., brainstorming, lists, webs and Venn diagrams) to plan writing.
D 10. Reread and assess writing for clarity, using a variety of methods (e.g., writer's circle or author's chair.)
E 5. Organize writing, beginning with an introduction, body and a resolution of plot, followed by a closing statement or a summary of important ideas and details.
E 6. Vary simple, compound and complex sentence structures.
E 7. Create paragraphs with topic sentences and supporting sentences that are marked by indentation) and are linked by transitional words and phrases.
E 8. Vary language and style as appropriate to audience and purpose.
E 9. Use available technology to compose text.
E 10. Reread and assess writing for clarity, using a variety of methods (e.g., writer's circle or author's chair).
E 11. Add descriptive words and details and delete extraneous information.
F 13. Use resources and reference materials, including dictionaries, to select more effective vocabulary.
G 14. Proofread writing and edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.
H 15. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.)
I 16. Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose, using techniques such as electronic resources and graphics to enhance the final product.

Writing Applications

A 1. Write narratives that sequence events, including descriptive details and vivid language to develop plot, characters and setting and to establish a point of view.
B 2. Write responses to novels, stories and poems that include a simple interpretation of a literary work and support judgments with specific references to the original text and to prior knowledge.
C 3. Write formal and informal letters (e.g., thank you notes, letters of request) that follow letter format (e.g., date,
C 5. Produce informal writings (e.g., messages, journals, notes and poems) for various purposes.
D 4. Write informational reports that include facts and examples, and present important details in a logical order.

MATH

Measurement

A 3. Identify and select appropriate units to measure:
a. perimeter – string or links (inches or centimeters).
b. area – tiles (square inches or square centimeters).
c. volume – cubes (cubic inches or cubic centimeters).
B 1. Relate the number of units to the size of the units used to measure an object; e.g., compare the number of cups to fill a pitcher to the number of quarts to fill the same pitcher.
C 2. Demonstrate and describe perimeter as surrounding and area as covering a two-dimensional shape, and volume as filling a three-dimensional object.
C 5. Make simple unit conversions within a measurement system; e.g., inches to feet, kilograms to grams, quarts to gallons.
D 4. Develop and use strategies to find perimeter using string or links, area using tiles or a grid, and volume using cubes; e.g., count squares to find area of regular or irregular shapes on a grid, layer cubes in a box to find its volume.
D 6. Write, solve and verify solutions to multi-step problems involving measurement.

**Geometry and Spatial
Sense**

B 1. Identify, describe and model intersecting parallel and perpendicular lines and line segments; e.g., use straws or other lines to model lines.
B 5. Describe points, lines and planes, and identify models in the environment.
C 2. Describe, classify, compare and model two- and three-dimensional objects using their attributes.
E 2. Describe, classify, compare and model two- and three-dimensional objects using their attributes.
F 3. Identify similarities and differences of quadrilaterals; e.g., squares, rectangles, parallelograms and trapezoids.
F 4. Identify and define triangles based on angle measures (equiangular, right, acute and obtuse triangles) and side lengths (isosceles, equilateral and scalene triangles).
I 7. Identify, describe and use reflections (flips), rotations (turns), and translations (slides) in solving geometric problems; e.g., use transformations to determine if 2 shapes are congruent.
J 8. Use geometric models to solve problems in other areas of mathematics, such as number (multiplication/division and measurement (area, perimeter, border)

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MATH CONTINUED

Data Analysis and Probability

- F 9.** Conduct simple probability experiments and draw conclusions from the results; e.g., rolling number cubes or drawing marbles from a bag.
- F 10.** Represent the likelihood of possible outcomes from chance situations; e.g., probability of selecting a red marble from a bag containing 3 red and 5 white marbles.
- F 11.** Relate the concepts of impossible and certain-to-happen events to the numerical values of 0 (impossible) and 1 (certain).
- F 12.** Place events in order of likelihood and use a diagram or appropriate language to compare the chance of each event occurring; e.g., impossible, unlikely, equal, likely, certain.
- G 13.** List and count all possible combinations using one member from each of several sets, each containing 2 or 3 members; e.g., the number of possible outfits from 3 shirts, 2 shorts, and 2 pairs of shoes.
- H 10.** Represent the likelihood of possible outcomes for chance situations; e.g., probability of selecting a red marble from a bag containing 3 red and 5 white marbles.
- H 11.** Relate the concepts of impossible and certain-to-happen events to the numerical values of 0 (impossible) and 1 (certain).

Number, Number Sense and Operations

- B 1.** Identify and generate equivalent forms of fractions and decimals. For example:
- connect physical, verbal and symbolic representations of fractions, decimals and whole numbers; e.g., $\frac{1}{2}$, $\frac{5}{10}$, "five tenths," 0.5, shaded rectangles with half, and five tenths.
 - Understand and explain that ten tenths is the same as one whole in both fraction and decimal form.
- D 5.** Use models and points of reference to compare commonly used fractions.
- I 14.** Demonstrate fluency in adding and subtracting whole numbers and in multiplying and dividing whole numbers by 1- and 2-digit numbers and multiples of ten. (multiply/divide)
- K 7.** Recognize that division may be used to solve different types of problem situations and interpret the meaning of remainders; e.g., situations involving measurement, money.
- K 12.** Analyze and solve multi-step problems involving addition, subtraction, multiplication and division using an organized approach, and verify and interpret results with respect to the original problem.
- M 9.** Estimate the results of computations involving whole numbers, fractions and decimals, using a variety of strategies.
- M 10.** Use physical models, visual representations, and paper and pencil to add and subtract decimals and commonly used fractions with like denominators.

SOCIAL STUDIES

History

- C 6.** Explain the importance of inventors such as the Wright Brothers, Charles Kettering, Garrett Morgan, Granville Woods, and Thomas Edison

Economics

- A 1.** Identify the productive resources needed to produce a good or service and suggest opportunity costs for the resources involved.
- A 2.** Explain how the availability of productive resources in Ohio promotes specialization in the production of goods and services and leads to trade.
- B 3.** Explain how entrepreneurs organize productive resources to produce goods and services and that they seek to make profits by taking risks.
- C 4.** Explain ways in which individuals and households obtain and use income.
- C 5.** Explain why people in Ohio specialize in what they produce and then trade with others, which then increases the amount of goods and services available.
- C 6.** Explain why many jobs in Ohio depend on markets in other countries and why Ohio is a market for goods and services from other countries.

People in Societies

- A 1.** Describe the cultural practices and products of various groups who have settled in Ohio over time:
- Amish and Appalachian populations
 - African-Americans
 - Recent immigrants from Africa, Asia, and Latin America
- B 2.** Describe the impact of the expansion of European settlements on American Indians in Ohio.
- B 3.** Explain the reasons people came to Ohio including:
- Opportunities in agriculture
 - Family ties
 - Freedom from political and religious oppression

Social Studies Skills and Methods

- A 1.** Obtain information about state issues from a variety of print and electronic sources, and determine the relevance of information to a research topic: a. atlases b. encyclopedias c. dictionaries d. newspapers e. multimedia/electronic sources
- A 2.** Use a glossary and index to locate information.
- A 3.** Use primary and secondary sources to answer questions about Ohio history.
- B 5.** Identify main ideas and supporting details from factual information.
- B 6.** Distinguish between fact and opinion.
- B 7.** Read and interpret pictographs, bar graphs, line graphs and tables.
- B 8.** Formulate a question to focus research.
- C 9.** Communicate relevant information in a written report including the acknowledgement of sources.
- D 10.** Use a problem-solving /decision making process which includes:
- Identifying a problem
 - Gathering information
 - Listing and considering options
 - Considering advantages and disadvantages of options
 - Choosing and implementing a solution
 - Developing criteria for judging its effectiveness.

Citizenship Rights and Responsibilities

- A 1.** Describe the ways in which citizens can promote the common good and influence their government including:
- Voting;
 - Communicating with officials;
 - Participating in civic and service organizations;
 - Performing voluntary service.
- B 2.** Explain why personal responsibilities (e.g., taking advantage of the opportunity to be educated) and civic responsibilities (e.g., obeying the law and respecting the rights of others) are important.
- B 3.** Explain the importance of leadership and public service
- B 4.** Explain why characteristics such as respect for the rights of others, fairness, reliability, honesty, wisdom and courage are desirable qualities in the people citizens select as their leaders.

Geography

- A 1.** Use a linear scale to measure the distance between places on a map.
- A 2.** Use cardinal and intermediate directions to describe the relative location of places.
- A 3.** Describe the location of Ohio relative to other states and countries.
- A 4.** Use maps to identify the location of major physical and human features of Ohio including:
- Lake Erie
 - Rivers
 - Plains
 - The Appalachian Plateau
 - Bordering states
 - The capital city
 - Other major cities
- B 5.** Describe and compare the landforms, climates, population, vegetation and economic characteristics of places and regions in Ohio.
- B 6.** Identify manufacturing, agricultural, mining and forestry regions in Ohio.
- B 7.** Explain how resources, transportation and location influenced the development of cities and industries in Ohio including major industries such as oil, steel, rubber, and glass.
- C 8.** Identify how environmental processes (i.e., glaciation and weathering) and characteristics (landforms, bodies of water, climate, vegetation) influence human settlement and activity in Ohio.
- C 9.** Identify ways that people have affected the physical environment of Ohio including:
- Use of wetlands
 - Use of forests
 - Building farms, towns, and transportation systems
 - using fertilizers, herbicides and pesticides
 - Building dams
- D 10.** Use elevation, natural resource and road maps to answer questions about patterns of settlement, economic activity and movement.

SCIENCE

Scientific Inquiry

- C 6.** Formulate instructions and communicate data in a manner that allows others to understand and repeat an investigation or experiment.

Scientific Ways of Knowing

- B 3.** Explain discrepancies in an investigation and make a reasonable explanation.

Science and Technology

- A 1.** Explain how technology from different areas (e.g., transportation, communication, nutrition, healthcare, agriculture, entertainment and manufacturing) has improved human lives.
- A 2.** Investigate how technology and interventions change to meet peoples' needs and wants.
- B 3.** Describe, illustrate and evaluate the design process used to solve a problem.