

# 4

## School Readiness What Students Should Know and Be Able to Do at the End of the 4th Grade



### Reading/English Language Arts *Based on the Maryland College and Career-Ready Standards*

Identify the theme or main idea of a story, play, or poem

Compare stories from different cultures

Explain how an author uses facts, details, and evidence to support their points

Read and understand information presented in charts, graphs, timelines, and other illustrations

Learn and use vocabulary

Participate in class discussions by listening, asking questions, sharing ideas, and building on the ideas of others

Give a class presentation on a topic or telling a story using relevant, organized facts and details and speaking clearly

Write stories with dialogue and descriptions of character's actions, thoughts, and feelings

Take notes and organize information from books, articles, and online sources to learn more about a topic

Write research and opinion papers over extended periods of time

### Mathematics

Generalize place value understanding to 1,000,000

Fluently add and subtract multi-digit numbers

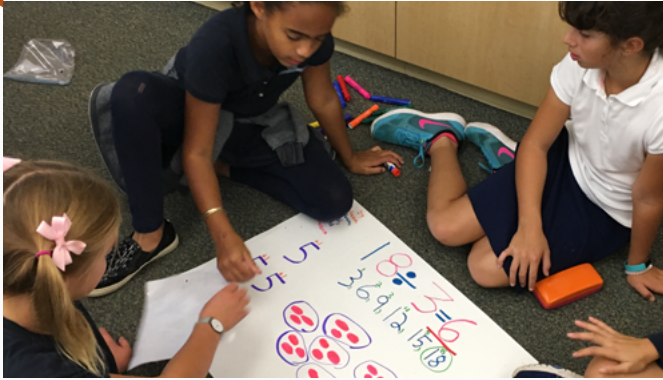
Multiply whole numbers

Divide whole numbers

Determine equivalent fractions

# 4

## School Readiness What Students Should Know and Be Able to Do at the End of the 4th Grade



- Represent mixed numbers, improper and proper fractions on a number line
- Compare fractions with or without using the symbols
- Decompose a fraction into a sum of fractions
- Add and subtract mixed numbers with like denominators and multiply a fraction by a whole number
- Compare order and describe decimals to the hundredths place with or without using the symbols

### Science *Next Generation Science Standards (NGSS)*

- Students should be able to use the 3-Dimensions of the NGSS (Science and Engineering Practices, Disciplinary Core Ideas, and Cross-Cutting Concepts) to unpack and explain relevant grade-level phenomena
- Observe and measure the effects of weathering or the rate of erosion
- Identify evidence from patterns in rock formations and fossils to support changes in the landscape over time
- Describe that energy and fuels are from natural resources and their effect on the environment
- Generate and compare solutions to reduce impacts of Earth processes on humans
- Construct an explanation relating the speed and energy of an object
- Observe energy transferring by sound, light, heat and electrical currents
- Develop a model to describe a wave's amplitude, wavelength, and movement
- Construct an argument that plants and animals have internal and external structures for their survival, growth, behavior, and reproduction

## 4

School Readiness

**What Students Should Know and Be Able to Do at the End of the 4th Grade****Social Studies**

Students will examine primary and secondary sources to write about how people in Maryland and Prince George's County lived in the past

Learn about the benefits of living in a diverse community and explore the commonalities and difference of these communities and cultures around the world using nonfiction and through participating in classroom discussions

Identify, locate, and compare places in the United States' regions using geographic characteristics to write about how these factors affect how people live and work

Investigate how economic concepts about the production and consumption of goods and services uses nonfiction text to participate in classroom discussions