

## ENGLISH LANGUAGE ARTS

Below is a sample of content your child should know and be able to do by the end of fourth grade.

### READING – *Foundations, Literature, and Informational Text*

- Use details and examples in a text when explaining what the text says.
- Determine the main idea of a text; explain how it is supported by details. Summarize the text.
- Figure out the meaning of unfamiliar words using knowledge of syllables, letter-sound relationships, and Greek and Latin root words (e.g., spect, dict, auto, bio, tele), prefixes, and suffixes (e.g., mid-, mis-, pre-, -less, -ment, -y).

### WRITING

- Write informative texts to examine a topic; present ideas and information clearly.
- Write opinion pieces on topics or texts. Support a point of view and include reasons or information for that point-of-view.
- Use resources to build knowledge; investigate different aspects of a topic for a research project.

### LANGUAGE

- Use correct capitalization, punctuation, and spelling when writing.
- Choose words and phrases to communicate precise meaning.
- Recognize and explain the meaning of simple similes and metaphors.

To learn more about the *Common Core State Standards for English Language Arts*, refer to [www.corestandards.org/the-standards](http://www.corestandards.org/the-standards).



## SUPPORTING YOUR CHILD'S LEARNING AT HOME

### At home, you and your child can:

- Read news and magazine articles; discuss the main idea and important details.
- Read aloud chapter books. Discuss the plot and characters. Ask questions such as, "What is the problem in the story?" "How is the main character changing and why?" Make connections to other books you have read together.
- Read/write poetry or watch plays together.
- Write about real-life experiences. For example, write a letter to a family member to share recent events.
- Practice typing on the computer. There are many free typing activities and games for kids on the Internet.
- Read stories and dramas together; discuss the characters and the motivations of their actions.
- Compare events or themes from two different stories.

For additional online support, refer to [readkiddoread.com](http://readkiddoread.com) or [www.readingrockets.org/audience/parents](http://www.readingrockets.org/audience/parents).

**FOR STUDENT WRITING SAMPLES, REFER TO**  
[http://www.corestandards.org/assets/Appendix\\_C.pdf](http://www.corestandards.org/assets/Appendix_C.pdf).

## MATHEMATICS

Below is a sample of content your child should know and be able to do by the end of fourth grade.

### OPERATIONS AND ALGEBRAIC THINKING

- Use the four operations (+, -, ×, ÷) to solve problems.
- Gain familiarity with factors (e.g., 1, 2, 3, and 6 are all factors of 6) and multiples (e.g., the multiple of 4 are 4, 8, 12, 16...) in the range 1–100.
- Generate patterns (e.g., start at 1 and repeatedly add 3), and analyze the generated pattern (e.g., the resulting numbers appear to alternate between odd and even numbers).

### NUMBER AND OPERATIONS IN BASE TEN

- Generalize place value understanding for multi-digit whole numbers (e.g., a digit in one place is ten times the place value to its right, meaning the seven in 700 is ten times the value of the seven in 70).
- Add and subtract multi-digit whole numbers using the standard algorithm.
- Solve division problems using the relationship between multiplication and division (e.g.,  $63 \div 7 = 9$  because  $9 \times 7 = 63$ ).

### NUMBER AND OPERATIONS – FRACTIONS

- Use visual models to explain why two fractions are equivalent.
- Compare two fractions with different denominators (e.g.,  $1/3$  and  $3/5$ ) by creating common denominators or by comparing to a baseline fraction such as  $1/2$ .
- Use and understand decimal notation for fractions (e.g., 0.62 as  $62/100$ ).

### MEASUREMENT AND DATA

- Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit (e.g., kg to g; ft to in; lb to oz; hr to min).
- Understand angles are geometric shapes formed when two rays share a common endpoint.
- Measure angles in whole-number degrees using a protractor.
- Represent and interpret data (e.g., interpret the difference in length between the longest and shortest specimens in an insect collection in a line plot).

### GEOMETRY

- Draw and identify lines (e.g., parallel and perpendicular) and angles (e.g., right, acute, obtuse), and classify shapes by properties of their lines and angles.

To learn more about the Common Core State Standards for Mathematics, refer to [www.corestandards.org/the-standards](http://www.corestandards.org/the-standards).

## SUPPORTING YOUR CHILD'S LEARNING AT HOME

### At home, you and your child can:

- Solve real-life word problems (e.g., If each person at a party will eat  $3/8$  of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed?).
- Use drawings or models when solving problems. Ask questions that promote thinking: What is a good place to start? Does this problem remind you of another problem? Can you tell me what is happening in the story problem? What are you trying to figure out? Can you prove it? Can you solve it another way?
- Look for graphs in the newspaper, magazines, advertisements, and ask questions about the data.
- Look for angles, lines, and shapes all around. Determine and classify shapes by their properties (e.g., parallel lines, perpendicular lines, angles, lines of symmetry).

For additional online support, refer to [illuminations.nctm.org/ActivitySearch.aspx](http://illuminations.nctm.org/ActivitySearch.aspx).



*Look for graphs in the newspaper, magazines, advertisements, and ask questions about the data.*

## SCIENCE

Below is a sample of content your child should know and be able to do by the end of fourth grade.

### NATURE OF SCIENCE

- Conduct simple and safe investigations, record data, and communicate results.
- Draw conclusions from scientific evidence and work with teams to share findings.
- Compare the advantages and disadvantages of using technology.

### EARTH SCIENCE

- Describe how the components of the Solar System as well as constellations appear to move through the sky.
- Identify the sun as a star.
- Understand the atmospheric processes and the water cycle.

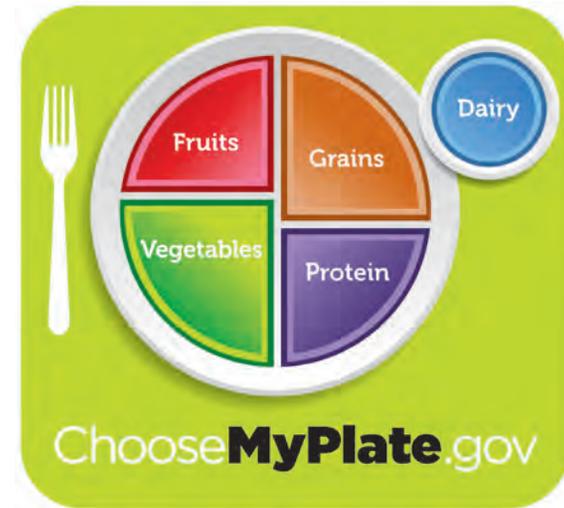
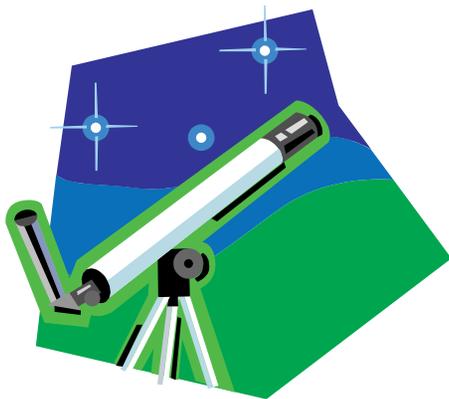
### PHYSICAL SCIENCE

- Construct and describe a simple electrical circuit.
- Recognize how energy is transferred, such as through light and heat.
- Become familiar with the properties of water.

### LIFE SCIENCE

- Describe systems in the human body.
- Discuss the physical characteristics and learned behaviors in animals.

*For information on the Nevada Standards for Science, refer to [www.doe.nv.gov/APAC\\_science](http://www.doe.nv.gov/APAC_science).*



*Plan a healthy daily menu using the five food groups.  
Refer to [www.choosemyplate.gov](http://www.choosemyplate.gov).*

## SUPPORTING YOUR CHILD'S LEARNING AT HOME

### At home, you and your child can:

- Create a model of the solar system. Refer to [www.internet4classrooms.com/science\\_elem\\_space.htm](http://www.internet4classrooms.com/science_elem_space.htm).
- Investigate the rate of water evaporation using different variables. Refer to [www.epa.gov/safewater/kids/flash/flash\\_watercycle.html](http://www.epa.gov/safewater/kids/flash/flash_watercycle.html) or [www.fossweb.com/modules3-6/WaterPlanet/activities/evaporation.html](http://www.fossweb.com/modules3-6/WaterPlanet/activities/evaporation.html).
- Explore the way magnets attract and repel each other and how they react to different objects. Refer to [www.internet4classrooms.com/science\\_elem\\_magnets.htm](http://www.internet4classrooms.com/science_elem_magnets.htm).
- Discuss the systems in the human body and how they work together. Refer to [www.sciencekids.co.nz/gamesactivities/movinggrowing.html](http://www.sciencekids.co.nz/gamesactivities/movinggrowing.html).
- Plan a healthy, daily menu using the five food groups. Refer to [www.choosemyplate.gov](http://www.choosemyplate.gov).

## SOCIAL STUDIES

Below is a sample of content your child should know and be able to do by the end of fourth grade.

### HISTORY

- Identify the lifestyle and contributions of Nevada's Native Americans, pioneers, and immigrants.
- Describe the settlement of Nevada, including compromises and conflicts over life, society, and water (e.g., the Colorado River Compact).
- Explain how Nevada became a state.

### GEOGRAPHY

- Identify technology, customs, and traditions in Nevada.
- Discuss the geographic regions and conditions of Nevada.
- Explain the rural and urban settlement patterns of Nevada.

### ECONOMICS

- Describe the natural resources found in Nevada.
- Recognize the role consumers play in economics.
- Compare rural, suburban, and urban areas of Nevada.

### CIVICS

- Describe why local governments are created.
- Define the three branches of state government and the role each branch plays in state government.
- Explain why we celebrate Nevada Day.

To learn more about the Nevada Social Studies Standards, refer to [www.doe.nv.gov/Standards\\_SocialStudies.html](http://www.doe.nv.gov/Standards_SocialStudies.html).

## SUPPORTING YOUR CHILD'S LEARNING AT HOME

### At home, you and your child can:

- Discuss major news events, both local and state levels.
- Define and practice social responsibility.
- Use maps of your community for directions.
- Study and discuss major economic issues in Nevada.
- Practice trading items to understand how consumers behave in society.
- Describe the role money and resources play in society.
- Identify the role of local government officials.
- Explain what it means to be a good citizen.

For additional online support, refer to [www.kids.goveducators/ed\\_social.shtml](http://www.kids.goveducators/ed_social.shtml).



## LEARNING BEYOND THE CORE

Other areas of learning beyond the core areas of reading and writing, mathematics, science, and social studies include:

### HEALTH - Students learn about:

- Personal health by applying the steps of the decision-making process to an identified health-related situation to avoid or reduce health risks.
- Growth and development by discussing the importance of communicating to a trusted adult about their growing body.
- Nutrition and physical activity by interpreting basic nutritional information found on food labels and by describing ways that physical activity can be incorporated into daily routines.
- Substance use and abuse by discussing how decisions regarding substance use and abuse have consequences for self and others.
- Injury/violence prevention and safety by practicing basic first aid for minor injuries and explain when professional emergency help needs to be called.
- Prevention/control of disease by defining communicable (contagious) and non-communicable (non-contagious) disease.
- Environmental/consumer health by describing how community resources assist with making personal health decisions, such as recycling, littering, and water conservation.

### LIBRARY - Students learn about:

- Information literacy by determining whether additional information (beyond their own knowledge) is needed to solve a complex problem or question; using the library catalog and digital sources to find resources by conducting author, title, subject, and keyword searches; identifying, interpreting, and analyzing the qualities of well-written literature including fiction and non-fiction; and comparing and contrasting sources related to a topic to determine which sources are more accurate and relevant.
- Independent learning by exploring a range of sources to find information on aspects of personal interest or well-being; assessing each step of the information-seeking process at each stage as it occurs; and recognizing and reading a variety of literature from various cultures.
- Social responsibility by recognizing multicultural books that reflect the heritage and traditions of groups within the United States; recording resources used to prepare a bibliography and citing sources properly; and helping to organize and integrate the contributions of all the members of the group into information products.

### MUSIC - Students learn about:

- Rhythm by moving to beat groupings (meter) in two and three, by reading and creating rhythmic patterns, and by performing organized folk dances.
- Melody by matching pitch with their singing voice; reading and playing melodic patterns, contour, and notation in the diatonic C scale on recorder and instruments.
- Harmony by singing, playing, and reading two- and three-part music and playing two- and three part chord accompaniments on barred instruments.
- Form by creating and performing introductions, codas, and interludes and analyzing in AB, ABA, and rondo (ABACA) forms.
- Expressive qualities by categorizing orchestral instruments by family-sound source, listening to and analyzing music from varied cultures, playing instruments using proper technique, and reading and writing musical symbols.

### PHYSICAL EDUCATION - Students learn about:

- Object movement skills by performing skills such as throwing and dribbling a ball with force and accuracy in a dynamic environment.
- Locomotor and nonlocomotor movement skills by performing mature movement sequences with variations in speed, level, and force.
- Expressive movement and dance by performing various movement sequences to a beat individually, with a partner, or as part of a group.
- Physical fitness by demonstrating proper knowledge of warm-ups, conditioning exercises and cool-down techniques that target aerobic endurance, flexibility, muscular endurance, and muscular strength.
- Responsibility and cooperation by following classroom rules; interacting positively with others; and demonstrating respect, teamwork, and sportsmanship.

### VISUAL ARTS - Students learn about:

- Criticism by evaluating the characteristics of the elements of art and principles of design and supporting their judgments with observation, analysis, historical/cultural context, and/or personal response.
- Aesthetics by engaging in aesthetic inquiry to explain and artistic choices and functions in works of art for aesthetic issues.
- History by examining through research, the impact of materials, processes, purposes, and functions of specific artworks in their cultural/historical context.
- Production by using a variety of lines, shapes, colors, textures, forms, and space to create pattern, balance, value, movement, and contrast through drawing, painting, clay, printmaking, 2-D and 3-D, weaving, and digital and mixed media.

## ONLINE DATABASES



The following online databases are funded by the State of Nevada and the Curriculum and Professional Development Division of the Clark County School District. **Note: See your school librarian for guidance and access codes.**

**ABC-CLIO** is a publisher of educational and reference products. These databases focus on history and social studies resources for the scholar, student, teacher, and librarian in universities and secondary schools. Refer to [databases.abc-clio.com](http://databases.abc-clio.com).

**CultureGrams** fosters understanding and appreciation of the world's countries and people by creating and publishing excellent content. CultureGrams is a widely used cultural reference and curriculum product. Refer to [online.culturegrams.com](http://online.culturegrams.com).

**EBSCO** provides access to newspaper, magazines, and professional periodicals, as well as, a wealth of other online resources. There are also professional resources for educators. Refer to [search.ebscohost.com](http://search.ebscohost.com).

**Gale Databases** include General Reference Center Gold, Informe, Educator's Reference Complete, Discovering Collection, Junior Reference Collection, Junior Edition K–12, Student Edition K–12, Kids Infobits, Student Resources in Context, and Science in Context. These databases provide a wealth of resources across all levels and curriculum. Refer to [galesites.com/menu/index.php?loc=nvk12](http://galesites.com/menu/index.php?loc=nvk12).

**Grolier's Online** includes two encyclopedias including The New Book of Knowledge and Grolier's Multimedia Encyclopedia. Once within either resource, there are tabs across the top for elementary school, middle school, high school, and adults. Refer to [go-kids.grolier.com](http://go-kids.grolier.com) and [go-passport.grolier.com](http://go-passport.grolier.com).

**TeachingBooks.net** is a collection of resources designed to generate enthusiasm for books and reading by bringing authors, illustrators, and engaging resources about books for children and teens to every school, library, and home. Refer to [www.teachingbooks.net/home](http://www.teachingbooks.net/home).