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# Fourth Grade NYS Standards Overview



2. Read grade-level text with sufficient accuracy and fluency to support comprehension
  - a. Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings
  - b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary
  
1. Write an argument to support claim(s), using clear reasons and relevant evidence
  - a. Introduce a precise claim, supported by well-organized facts and details, and organize the reasons and evidence logically
  - b. Use precise language and content-specific vocabulary
  - c. Use transitional words and phrases to connect ideas within categories of information
  - d. Provide a concluding statement or section related to the argument presented
2. Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject
  - a. Introduce a topic clearly and organize related information in paragraphs and sections
  - b. Develop ideas on a topic with facts, definitions, concrete details, or other relevant information; include text features when useful for aiding comprehension
  - c. Use precise language and content-specific vocabulary
  - d. Use transitional words and phrases to connect ideas within categories of information
  - e. Provide a concluding statement or section related to the information or explanation presented
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences
  - a. Establish a situation and introduce a narrator and/or characters
  - b. Use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations
  - c. Use transitional words and phrases to manage the sequence of events
  - d. Use concrete words and phrases and sensory details to convey experiences and events precisely
  - e. Provide a conclusion that follows from the narrated experiences or events

4. Create a poem, story, play, art work, or other response to a text, author, theme, or personal experience
5. Draw evidence from literary or informational texts to respond and support





New York State standards in mathematics require that students focus on

8.

Understand the development of the American culture -





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Opportunities are provided for students to obtain a high-quality science education in Life Science, Physical Science, and Earth & Space Science through three-dimensional learning. Students will engage in science and engineering practices, acquire sufficient core content knowledge, and make connections of science across other disciplines.

1. Use evidence to construct an explanation relating the speed of an object to its energy
2. Make observations to provide evidence that energy is conserved as it is transferred and/or converted from one form to another
3. Ask questions and predict outcomes about the changes in energy that occur when objects collide
4. Apply scientific ideas to design, test, and refine a device that converts energy from one form to another
5. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment

4. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans
  
1. Define a simple design problem reflecting a need or want that includes specified criteria for success and constraints on materials, time, or cost
2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem
3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved

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Computer technology is integrated into the classroom and into the curriculum to support student learning, maximize individual achievement, and enhance teacher productivity. Students should be both comfortable with and adept to using computer technology, adjust to technology as it changes, and be able to use it as a tool to manipulate information and solve problems.

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1. Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health
2. Nutrition, digestive system, injury prevention and personal safety
  
1. Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment
2. Community health and safety, mental and emotional health, family life, substance abuse; environmental and consumer health, illness prevention
  
1. Students will perform basic notated melodies on the recorder

