

OASIS Grade 4
Check Lists of Target Based Learning Activities
 English Language Arts, Math, Fine Arts, Fitness/Health
 (Social Studies and Science are in separate documents on the OASIS web site.)

Learning Targets are grouped in topics, not in order of mastery.

English Language Arts
Grade 4

<p>Use this column to track student progress toward Learning Targets and make notes.</p>	<p>Symbol Key: ■ These items are Learning Standards → These activities are Learning Targets and define what a student will do. Targets are reported in the 30-Day Review.</p>
	<p>Foundational Reading Phonics and Word Recognition ■ Know and apply grade-level phonics and decoding → Use knowledge of all letter-sound correspondence, syllabication patterns, roots, suffixes and prefixes to accurately read unfamiliar words in and out of context</p> <p>Fluency ■ Read grade level texts with purpose and understanding → Read grade level text orally with accuracy, appropriate rate, and expression → Use context to confirm or self-correct word recognition and understanding, re-reading as necessary</p>
	<p>Literature Reading (Fiction) Key Ideas and Details ■ Gather key ideas and details from a variety of grade level texts → Refer to text details and examples to explain what the text says specifically, and when drawing inferences from text → Determine the theme of a story, drama, or poem and summarize the text → Describe parts of a story in depth (e.g. character, setting, event)</p> <p>Craft and Structure ■ Analyze the structure of texts including word meaning and author's purpose → Determine meaning of words and phrases as they are used in a text (e.g. those that allude to characters from mythology) → Explain major differences between poems, drama, prose, and refer to structural elements of poems (e.g. verse, rhythm, meter) and dramas (e.g. casts of characters, settings, dialogue, stage directions) when writing or speaking about a text → Compare and contrast the point of view of a variety of stories, and the differences between first- and third-person narrations</p> <p>Integration of Knowledge and Ideas ■ Compare and contrast content from various sources on the same topic → Make connections between text of a story or drama and a visual or oral presentation of the text → Compare and contrast similar themes and topics (e.g. opposition of good and evil) and patterns of events (e.g. the quest) in stories, myths from multiple cultures</p> <p>Range of Reading and Level of Text Complexity ■ Read and comprehend grade-level literary and informational text independently → By the end of the year, demonstrate the ability to read and comprehend literature (stories, dramas, poetry) at the fourth and beginning fifth grade level</p>
	<p>Informational Reading (Non-Fiction) Key Ideas and Details ■ Gather key ideas and details from a variety of grade level texts → Refer to text details and examples to explain what the text says specifically and when drawing inferences from text</p>

	<ul style="list-style-type: none"> → Determine the main idea and explain how it is supported by key details; summarize the text → Explain events, directions, ideas or concepts found in history, science and technical texts; including what happened and why <p>Craft and Structure</p> <ul style="list-style-type: none"> ■ Analyze the structure of texts including word meaning and author’s purpose → Determine meaning of words and phrases in fourth grade text from science and social studies → Find and describe text structure (e.g. chronology, cause/effect, problem/solution) of events, ideas, concepts or information → Compare and contrast “first hand” and “second hand” versions of the same events or topics <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> ■ Compare and contrast content from various sources on the same topic → Interpret information visually, orally, or quantitatively (e.g. in charts, graphs, diagrams, time lines, animations, or online) and explain how the information helps in understanding the text → Explain how an author uses reasons and evidence to support points in a text → Integrate information from two texts on the same topic; then speak or write about the subject <p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> ■ Read and comprehend grade-level literary and informational text independently → By the end of the year, demonstrate the ability to read and comprehend informational texts, including social studies, science and technical texts, at the fourth and beginning fifth grade level independently and proficiently
	<p>Writing</p> <p>Text Types and Purposes</p> <ul style="list-style-type: none"> ■ Compose and write clearly and effectively at grade-level in a variety of forms, for a variety of purposes → Compose and write opinion pieces supporting a point of view and reasons; introduce a topic, state the opinion, organize reasons, support reasons with facts and details, include linking words (e.g. for example, in addition), provide concluding statement or section → Compose and write to inform/explain; introduce a topic, group related information together in paragraphs and sections; add illustrations, facts, definitions, details, quotations; use linking words (e.g. another, also, because); use vocabulary from social studies or science studies; provide a concluding statement or section → Compose and write narratives to develop real or imaginary experiences or events; use descriptive language, clear event sequence; introduce setting, characters, narrator, organize events in sequence and use transitional words; include dialog and descriptions to develop events and show how characters react; use interesting and precise vocabulary; provide a logical conclusion to the events <p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> ■ Plan, revise, edit, rewrite, produce final copy and publish or present written compositions → Produce clear and coherent writing that is relevant to task, purpose and audience → Plan, compose, revise and edit writing (Edit for conventions to demonstrate command of Language standards) → With guidance and support from adults, use technology to produce and publish compositions, interact and collaborate with others; demonstrate keyboarding skills to type a minimum of one page in a single sitting <p>Research to Build and Present Knowledge</p> <ul style="list-style-type: none"> ■ Research to gather information and build knowledge, and assess sources for credibility → Do short research projects to investigate and gather multiple aspects of a topic → Gather relevant information from print and digital sources, take notes, categorize information, and provide a list of resources

	<ul style="list-style-type: none"> → Apply fourth grade Literature Reading Standards to compositions (e.g. Describe parts of a story in depth, such as character, setting, event) → Apply fourth grade Informational Reading Standards to compositions (e.g. Explain events, directions, ideas or concepts found in history, science and technical texts; including what happened and why)
	<p>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <ul style="list-style-type: none"> ■ Prepare for and participate in a range of conversations; build on others' ideas and express own clearly and accurately → Engage effectively in collaborative discussions with diverse partners about fourth grade topics and texts; prepare for discussions, use information gathered to explore topics and ideas, follow agreed upon rules for discussion; ask and answer questions to clarify information, and make comments that contribute to the discussion; review key ideas expressed by others and explain own ideas → Paraphrase portions of a text read aloud or information presented in diverse media and formats; → Identify reasons and evidence a speaker provides to support points of a presentation <p>Presentation of Knowledge and Ideas</p> <ul style="list-style-type: none"> ■ Present information and supporting evidence so that listeners understand the speakers' reasoning; use digital media and visuals as appropriate to enhance understanding → Report on a topic, tell a story, recount experience in an organized manner with relevant facts and descriptive details; speaking clearly → Add audio or video recordings, and visual displays to a presentation that support the main idea and themes → Demonstrate an understanding of when to use formal English and when informal English is appropriate
	<p>Language</p> <p>Conventions of Standard English</p> <ul style="list-style-type: none"> ■ Demonstrate grade-level appropriate use of standard English grammar and usage → Use relative pronouns (e.g. who, whose, whom, which, that) → Use the progressive verb tense (e.g. I was walking, I am walking, I will be walking) → Use (precise verbs) (e.g. may must; order adjectives) → Form and use prepositional phrases → Use complete sentences → Correctly use confusing words (e.g. to, too, two, there, their, they're, etc.) → Use correct capitalization, commas, quotations marks → Spell grade-appropriate words correctly, using references as needed <p>Knowledge of Language</p> <ul style="list-style-type: none"> ■ Use knowledge of language as appropriate for different contexts → Choose words and phrases to convey ideas precisely → Choose punctuation for effect → Use formal and/or informal English as appropriate for the situation <p>Vocabulary Acquisition and Use</p> <ul style="list-style-type: none"> ■ Develop strategies for learning the meaning of new vocabulary words and figurative language → With fifth grade reading and content, use resources and a variety of strategies to learn the meaning of new words (e.g. sentence context, prefixes and suffixes, root words, glossaries, dictionaries, thesauruses), both print and digital, to pronounce words, clarify precise meaning → Demonstrate understanding of figurative language, word relationships and nuances in word meanings (e.g. similes, metaphors, idioms, adages, proverbs, antonyms, synonyms) → Accurately use grade appropriate general academic, and domain specific words and phrases, especially those related to a topic in science or social studies

Mathematics
Grade 4

<p>Use this column to track student progress toward Learning Targets and make notes.</p>	<p>Symbol Key: ■ These items are Learning Standards → These activities are Learning Targets and define what a student will do. Targets are reported in the 30-Day Review.</p>
	<p>Operations and Algebraic Thinking</p> <ul style="list-style-type: none"> ■ Use the four operations with whole numbers to solve problems → Explain that multiplication solves the question of comparison: If Sally is 5 years old, and her mom is 8 times older, how old is her mom? ($5 \times 8 = 40$). If Jamie has 5 times as many pencils as Henry has, how many does Henry have? ($5 \times 5 = 25$) → Translate comparisons into equations with an unknown to solve: A blue scarf costs \$3. A red scarf costs 6 times as much. How much does the red scarf cost? $3 \times 6 = p$ → Discuss strategies and determine whether or not answers make sense in multi-step word problems, including the meaning of remainders when division is used <ul style="list-style-type: none"> ■ Gain familiarity with factors and multiples → Find factor pairs for whole numbers between 1-100; demonstrate that a whole number is a multiple of each of its factors, determine if a number is prime or composite <ul style="list-style-type: none"> ■ Generate and analyze patterns → Find a number or shape pattern that follows a given rule, and notice other patterns that occur when using that rule. E.g. Rule: Starting with 1, add 3. A pattern students may notice is that numbers alternate odd/even.
	<p>Number and Operations in Base Ten</p> <ul style="list-style-type: none"> ■ Generalize place value understanding for multi-digit whole number → Explain that in a multi-digit number, a digit in one place is 10 times what it represents in the place to its right → Read and write multi-digit numbers in numerals and expanded form; compare multi-digit numbers using $<$, $>$, $=$ → Use place value to round multi-digit numbers <ul style="list-style-type: none"> ■ Use place value and properties of operations to perform multi-digit arithmetic → Fluently add and subtract multi-digit whole numbers → Multiply four-digit numbers by one digit, two two-digit numbers, use strategies. Illustrate and explain with equations, arrays, or area models → Find quotients and remainders with up to four-digit dividends and one-digit divisors. Explain problems using equations, arrays, area models.
	<p>Number and Operations Fractions</p> <ul style="list-style-type: none"> ■ Extend understanding of fraction equivalence and ordering → Explain why fractions are equivalent (e.g. $1/2 = 2/4$), using visual models, fraction bars, drawings. → Compare two fractions with different numerators and different denominators by creating common denominators, use symbols $<$, $>$, $=$ <ul style="list-style-type: none"> ■ Build fractions through previous understanding of operations on whole numbers → Explain addition and subtraction of fractions as joining and separating parts referring to the same whole (e.g. $3/8 = 1/8 + 1/8 + 1/8$) → Add and subtract mixed numbers with like denominators; solve word problems with addition and subtraction of fractions with like denominators → Understand that $5/4$ is the product of $5 \times (1/4)$. Solve word problems with multiplication of a fraction by a whole number.

	<ul style="list-style-type: none"> ■ Understand decimal notation for fractions → Find common denominators, using decimals as fractions, e.g. $\frac{3}{10} = \frac{30}{100}$, so $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$. Write $\frac{62}{100}$ as .62. → Compare two decimals to hundredths, using $>$, $<$, $=$, and explain conclusions
	<p>Measurement and Data</p> <ul style="list-style-type: none"> ■ Solve problems with measurement and conversion from larger to smaller units → Demonstrate understanding of relative size within one system of measurement, e.g. 1 ft. is 12 times larger than 1 in., and that 48 in. is equal to 4 feet. → Use the four operations to solve word problems about distances, intervals of time, liquid volumes, masses of objects, and money; with fractions, decimals and whole numbers. → Apply area and perimeter formulas for rectangles in real world problems <p>■ Represent and interpret data</p> <ul style="list-style-type: none"> → Make a line plot to display a data set of measurements in fractions of a unit (e.g. $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$) <p>■ Geometric measurement: angles</p> <ul style="list-style-type: none"> → Define angles as geometric shapes with two rays that share an endpoint → Explain how angles are measured with reference to a circle with its center and the endpoint of the rays. → Measure angles in whole number degrees with a protractor. Sketch angles of given measures → Demonstrate that several smaller angles can be drawn within a larger angle; solve addition and subtraction problems to find unknown angles on a diagram
	<p>Geometry</p> <ul style="list-style-type: none"> ■ Lines and angles → Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify them in a given drawing. → Classify two-dimensional shapes based on presence or absence of parallel or perpendicular lines, or the absence or angles of a specified size. Recognize right triangles. → Find a line of symmetry, and draw lines of symmetry

**Fine Arts
Grade 4**

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	<p>Knowledge and Skills: → Learn and use art concepts, vocabulary, skills, and techniques in dance, music, theater and visual arts → Examine, create and experience a variety of genres of various artists, cultures and times → Practice appropriate audience behaviors in a variety of arts settings and performances</p>
	<p>Creating, Performing/Presenting and Responding: → Use the creative process (e.g. identify audience and purpose, gather information from various sources, use elements and skills of the arts) in a creative work → Self-evaluate and improve as needed; present work in a performance or exhibition; reflect upon work and/or performance and set goals for improvement → Respond to an arts exhibit or performance; describe what was seen, felt and/or heard; analyze the use of elements and skills; interpret meaning; evaluate using evidence and aesthetic criteria</p>
	<p>Communicate Through the Arts: → Present ideas and express feelings through a variety of artistic genres and styles in dance, music, theater and visual arts → Create and/or perform an artwork to communicate for a given purpose in dance, music, theatre, and visual arts</p>
	<p>Connecting the Arts to Content, Life, Cultures, Work: → Apply art skills, concepts, and vocabulary common among and between the arts and other content areas → Share and apply how the arts impact personal and community choices → Compare and share how artistic presentations and performances reflect cultures and traditions → Identify how arts knowledge, skills and work habits are needed and used in the world of work</p>

**Health and Fitness
Grade 4**

<p>Use this column to track student progress toward Learning Targets and make notes.</p>	<p>Symbol Key: ■ These items are Learning Standards → These activities are Learning Targets and define what a student will do. Targets are reported in the 30-Day Review.</p>
	<p>Physical Fitness: → Continue to improve physical skills (e.g. receive a ball on the run, use volleyball serving skills, throw and catch a Frisbee, pass and catch while jogging, learn complicated dance moves) → Analyze movement concepts (e.g. spacing vs. bunching in a variety of games) → Analyze safety rules in a variety of activities → Demonstrate cooperation to achieve a goal and respect teammates' ideas → Analyze components of health-related fitness (e.g. benefits to heart and lungs, active vs. sedentary lifestyle, playing video games vs. outdoor active time) → Use a rubric to evaluate own and others' performance (e.g. correct push-up form) → Explain that yoga improves balance, coordination and power → Explain nutrients found among food groups and that serving size impacts health; read food labels for nutritional information</p>
	<p>Health and Safety: → Understand that good health refers to physical, mental and emotional well-being → Explain the benefits of sleeping, eating well and exercising → Explain that body systems work together (e.g. nervous system communicates with muscular system that moves skeletal system) → Understand how to maintain sexual health throughout life → Recognize hereditary factors that affect height, body type, eye color → Explain how childhood illnesses are treated (e.g. rest and fluids help fight a cold); explain difference between communicable and non-communicable disease → Describe examples of abuse and risky situations (e.g. verbal, emotional, sexual and substance abuse); describe appropriate responses when dealing with harassment, bullying, intimidation, abuse (e.g. seek adult help and keep asking until you get it, support a peer by seeking a trusted adult to help) → Know when to call 911, and how to administer basic first aid (e.g. wash a cut with warm soapy water) → Explain healthy ways to manage stress (e.g. regular exercise, plenty of rest) → Describe health risks of drug use and abuse</p>
	<p>Health and Fitness in Daily Life: → Encourage family members to be physically active and get plenty of rest; learn to prepare healthy foods → Understand how environment affects health (e.g. particles in air, water may have organisms) → Analyze sources of information about health and fitness (e.g. hidden messages in advertising such as "slimmer" or "join the crowd") → Demonstrate healthy social skills (e.g. maintain friendships and solve disagreements) → Demonstrate emotional-response strategies (e.g. walk away if necessary, identify put-downs as untrue, "clarify the problem")</p>
	<p>Plan for Health and Fitness: Set personal goals for healthy changes; create personal health and fitness plan</p>