Grade-Level Typing Course Standards | Grade 4

Typing

CCSS.ELA-LITERACY.W.4.6
With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

**Phonics and
Word Recognition**

CCSS.ELA-LITERACY.RF.4.3
Know and apply grade-level phonics and word analysis skills in decoding words.

CCSS.ELA-LITERACY.RF.4.3.A
Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

**Vocabulary Acquisition
and Use**

CCSS.ELA-LITERACY.L.3.4
Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.3.4.B
Determine the meaning of the new word formed when a known affix is added to a known word.

Vocabulary Acquisition and Use

CCSS.ELA-LITERACY.L.4.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.L.4.5.A
Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

CCSS.ELA-LITERACY.L.4.5.B
Recognize and explain the meaning of common idioms, adages, and proverbs.

CCSS.ELA-LITERACY.L.4.5.C
Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Conventions of Standard English

CCSS.ELA-LITERACY.L.4.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.4.1.A
Use relative pronouns and relative adverbs.

CCSS.ELA-LITERACY.L.4.1.B
Form and use the progressive verb tenses.

CCSS.ELA-LITERACY.L.4.1.C
Use modal auxiliaries to convey various conditions.

CCSS.ELA-LITERACY.L.4.1.E
Form and use prepositional phrases.

CCSS.ELA-LITERACY.L.4.1.G
Correctly use frequently confused words

Conventions of Standard English

CCSS.ELA-LITERACY.L.4.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.4.2.C

Use a comma before a coordinating conjunction in a compound sentence.

Knowledge of Language

CCSS.ELA-LITERACY.L.4.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-LITERACY.L.4.3.B

Choose punctuation for effect.

Number & Operations in Base Ten

CCSS.MATH.CONTENT.4.NBT.A.2

Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.

CCSS.MATH.CONTENT.4.NBT.A.3

Use place value understanding to round multi-digit whole numbers to any place.

Number & Operations - Fractions

CCSS.MATH.CONTENT.4.NF.C.5

Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.2 For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.

CCSS.MATH.CONTENT.4.NF.C.6

Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.

Empowered Learner

ISTE 1.1

Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.

ISTE 1.1.d

Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

Digital Citizen

ISTE 1.2

Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

ISTE 1.2.a

Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.

ISTE 1.2.b

Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.

ISTE 1.2.d

Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

Knowledge Constructor

ISTE 1.3

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

ISTE 1.3.a

Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

ISTE 1.3.b

Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

Creative Communicator

ISTE 1.6

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

ISTE 1.6.a

Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

ISTE 1.6.b

Students create original works or responsibly repurpose or remix digital resources into new creations.

From molecules to Organisms: Structures and Processes

NGSS 4-LS1-1

Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

NGSS 4-LS1-2

Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

Energy

NGSS 4-PS3-1

Use evidence to construct an explanation relating the speed of an object to the energy of that object.

NGSS 4-PS3-2

Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.

Energy

NGSS 4-PS3-4

Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.

Waves and Their Applications in Technologies for Information Transfer

NGSS 4-PS4-1

Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.

NGSS 4-PS4-2

Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.

NGSS 4-PS4-3

Generate and compare multiple solutions that use patterns to transfer information.

Earth's Place in the Universe

NGSS 4-ESS1-1

Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.

Earth's Systems

NGSS 4-ESS2-1

Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.

NGSS 4-ESS2-2

Analyze and interpret data from maps to describe patterns of Earth's features.

Earth and Human Activity

NGSS 4-ESS3-1

Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

NGSS 4-ESS3-2

Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.

New York State and Local History and Government

New York 4.1

Geography of New York States: New York State has a diverse geography. Various maps can be used to represent and examine the geography of New York State.

New York 4.1b

New York State can be represented using a political map that shows cities, capitals, and boundaries.

New York State and Local History and Government

New York 4.2

Native American Groups and the Environment: Native American groups, chiefly the Haudenosaunee (Iroquois) and Algonquian-speaking groups, inhabited the region that became New York State. These people interacted with the environment and developed unique cultures.

New York 4.2a

Geographic factors often influenced locations of early settlements. People made use of the resources and the lands around them to meet their basic needs of food, clothing, and shelter.

New York 4.2c

Each Native American group developed a unique way of life with a shared set of customs, beliefs, and values.

New York 4.3

Colonial and Revolutionary Period in New York: European exploration led to the colonization of the region that became New York State. Beginning in the early 1600s, colonial New York was home to people from many different countries. Colonial New York was important during the Revolutionary Period.

New York 4.3a

Europeans in search of a route to Asia explored New York's waterways. Early settlements began as trading posts or missions.

New York 4.3d

Growing conflicts between England and the 13 colonies over issues of political and economic rights led to the American Revolution. New York played a significant role during the Revolution, in part due to its geographic location.

New York State and Local History and Government

New York 4.5

In Search of Freedom and a Call For Change: Different groups of people did not have equal rights and freedoms. People worked to bring about change. The struggle for rights and freedoms was one factor in the division of the United States that resulted in the Civil War.

New York 4.5a

There were slaves in New York State. People worked to fight against slavery and for change.

New York 4.5c

The United States became divided over several issues, including slavery, resulting in the Civil War. New York State supported the Union and played an important role in this war.

People and Events

Louisiana 4.2.1

Explain how early explorations affected the expansion of boundaries and development in the United States.

Maps and Globes

Louisiana 4.4.3

Identify the states of each of the five regions of the United States.

History

Texas 4.b.4.A

Describe the impact of the Civil War and Reconstruction on Texas.

History

Texas 4.b.5.A

Explain the impact of various events on life in Texas such as the Great Depression, the Dust Bowl, and World War II.

Economics

Idaho 3.1

Explain basic economic concepts.

Idaho 4.SS.3.1.2

Explain the concepts of supply and demand and scarcity

Idaho 4.SS.3.1.3

Explain the concepts of specialization and division of labor.

Idaho 3.4

Explain the concepts of personal finance.

Idaho 4.SS.3.4.1

Define entrepreneurship, and identify reasons for starting a business.