

## **Fourth Grade Curriculum Highlights: In alignment with the Common Core Standards**

### **ENGLISH LANGUAGE ARTS**

#### ***Foundational Skills***

##### **Phonics and Word Recognition**

- Know and apply grade-level phonics and word analysis skills in decoding words.
- 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.

##### **Fluency**

- Read with sufficient accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
- Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### ***Reading for Literature***

##### **Key Ideas and Details**

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

##### **Craft and Structure**

- Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
- Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narratives.

##### **Integration of Knowledge and Ideas**

- Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

##### **Range of Reading and Level of Text Complexity**

- By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently.

#### ***Reading for Informational Text***

##### **Key Ideas and details**

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

##### **Craft and Structure**

- Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.

- Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

### **Integration of Knowledge and Ideas**

- Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- Explain how an author uses reasons and evidence to support particular points in a text.
- Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

### **Range of Reading and Level of Text Complexity**

- By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grade 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### **Writing**

#### **Text Types and Purposes**

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
    - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
    - Provide reasons that are supported by facts and details.
    - Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).
    - Provide a concluding statement or section related to the opinion presented.
  - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
    - Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
    - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
    - Link ideas within categories of information using words and phrases (e.g., *another, for, example, also, because*).
    - Use precise language and vocabulary to inform about or explain the topic.
  - Provide a concluding statement or section related to the information or explanation presented.
  - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
    - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
    - Use dialogue and description to develop experiences and events or show the responses of characters to situations.
    - Use a variety of transitional words and phrases to manage the sequence of events.
    - Use concrete words and phrases and sensory details to convey experiences and events precisely.
- #### **Production and Distribution of Writing**
- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
    - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
    - 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.

### **Research to Build and Present Knowledge**

- Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Apply *grade 4 Reading standards* to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
- Apply *grade 4 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

### **Range of Writing**

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **Language**

#### **Conventions of Standard English**

- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
- Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
- Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
- Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
- Form and use prepositional phrases.
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\*
- Correctly use frequently confused words (e.g., *to, too, two; there, their*).\*
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- Use correct capitalization.
- Use commas and quotation marks to mark direct speech and quotations from a text.
- Use a comma before a coordinating conjunction in a compound sentence.
- Spell grade-appropriate words correctly, consulting references as needed.

#### **Knowledge of Language**

- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Choose words and phrases to convey ideas precisely.\*
- Choose punctuation for effect.\*
- Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

#### **Vocabulary Acquisition and Use**

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies.
- Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).

- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
- Recognize and explain the meaning of common idioms, adages, and proverbs.
- Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservations*, and *endangered* when discussing animal preservation).

### ***Speaking and Listening***

#### **Comprehension and Collaboration**

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- Follow agreed-upon rules for discussions and carry out assigned roles.

- Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- Identify the reasons and evidence a speaker provides to support particular points.

#### **Presentation of Knowledge and Ideas**

- Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

\*Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk.

## **MATHEMATICS**

### ***Operations and Algebraic Thinking***

- Use the four operations with whole numbers to solve problems.
- Interpret a multiplication equation as a comparison, e.g., interpret  $35 = 5 \times 7$  as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
- Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
- Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be

interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

- Gain familiarity with factors and multiples.
- Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is prime or composite.
- Generate and analyze patterns.
- Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.

### ***Numbers and Operations in Base Ten***

- Generalize place value understanding for multi-digit whole numbers.
- Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.
- 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.

- Use place value understanding to round multi-digit whole numbers to any place.
- Use place value understanding and properties of operations to perform multi-digit arithmetic.
- Fluently add and subtract multi-digit whole numbers using the standard algorithm.
- Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
- Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

### ***Number and Operations: Fractions***

- Extend understanding of fraction equivalence and ordering.
- Explain why a fraction  $a/b$  is equivalent to a fraction  $(n \times a)/(n \times b)$  by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.
- Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as  $1/2$ . Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols  $>$ ,  $=$ , or  $<$ , and justify the conclusions, e.g., by using a visual fraction model.
- Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
- Understand a fraction  $a/b$  with  $a > 1$  as a sum of fractions  $1/b$ .
- Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.
- Understand decimal notation for fractions, and compare decimal fractions.
- 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.
- Use decimal notation for fractions with denominators 10 or 100.
- Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record

the results of comparisons with the symbols  $>$ ,  $=$ , or  $<$ , and justify the conclusions, e.g., by using a visual model.

### **Measurement and Data**

- Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
- Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec..
- Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple

fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

○ Apply the area and perimeter formulas for rectangles in real world and mathematical problems.

● Represent and interpret data.

○ Make a line plot to display a data set of measurements in fractions of a unit ( $1/2$ ,  $1/4$ ,  $1/8$ ). Solve problems involving addition and subtraction of fractions by using information presented in line plots.

● Geometric measurement: understand concepts of angle and measure angles.

○ Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement.

○ Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.

○ Recognize angle measure as additive. When an angle is decomposed into nonoverlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.

### **Geometry**

● Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

○ Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

○ Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size.

Recognize right triangles as a category, and identify right triangles.

○ Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify linesymmetric figures and draw lines of symmetry.

### **SCIENCE**

#### **Scientific and Engineering Practices**

- Ask questions and define problems.
- Develop and use models.
- Plan and carry out investigations.
- Analyze and interpret data.
- Use mathematical and computational thinking.
- Construct explanations and design solutions.
- Engage in argument from evidence.
- Obtain, evaluate, and communicate information.

#### **Scientific Concepts**

- Design and conduct fair tests on the effects of water, ice, wind, and vegetation on the relative rate of weathering and erosion.

- Design solutions to mitigate the effect of the processes of erosion and weathering on local landscapes by brainstorming, testing, refining, and communicating solutions with peers.
- Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for the changes to landforms over time.
- Analyze maps showing a variety of Earth's features and the occurrence of geologic hazards to determine the geographic patterns that emerge.
- Use evidence to construct and test a solution for reducing the impacts of geological hazards, under a range of likely conditions, to identify factors that need to be improved.
- Construct an argument using evidence about the relationship between the change in motion and the change in energy of an object.
- Formulate questions and predict outcomes about the change in energy that can occur between colliding objects and/or magnetic interactions.
- Make observations and collect data to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.
- Use information from texts and diagrams to communicate that scientists and engineers from diverse backgrounds have applied scientific discoveries to invent technologies to enable humans to transport and store energy for practical use in daily life.
- Design, test, and refine a device based on the criterion that it converts energy from one form to another with a given set of constraints to solve a real world problem.
- Construct a model using abstract representations and examples to describe differences between renewable and nonrenewable sources of energy.

## **SOCIAL STUDIES**

### ***Political Systems***

- List examples of various ways responsible students work together to help classmates.
- Identify examples of rights and responsibilities students share within a school.
- Predict the benefits of acting responsibly in their classroom.
- Describe ways in which more than one classroom can work together to help their school.
- Determine rules for choosing classroom leaders.
- Compose a definition for the term "representation."
- Explain why in a democracy people choose to vote on important issues or for offices.
- Explain what is meant by the idea of "the common good of the people."
- Describe a situation wherein the common good supersedes the interests of individuals.
- Describe an example where the people of the United States and people from other countries might need to cooperate to solve a common problem.

### ***Economics***

- List examples of producers in the economy and identify what they produce.
- Classify productive resources as human, natural, and capital.
- Explain that productive resources are limited.
- Describe a trade students have made and explain how each person gained in the exchange.
- List examples of exchanges families make, with and without money.
- Describe how money makes exchange easier.
- Distinguish between public goods and services and private goods and services.
- Describe examples of public goods and services in the community or state.
- Identify governments as the providers of public goods and services.

### ***History***

- Arrange a series of significant events in United States economic history in chronological order (e.g., railroad, automobile, space travel).
- Identify changes in how people in the local community made their living from one historical period to another.
- Explain how the changes in the ways people made a living have influenced modern society.
- Compare how people in a specific place or region in an earlier period made a living with how

people make a living today.

- Describe how changes in the economic choices in the past affected a society and its environment and political life.
- Arrange a series of significant events in United States social history in chronological order (e.g., Colonial slavery, freeing the slaves, women's right to vote).
- Describe how key figures and organizations influenced the social history of the local community.
- Tell about the life of people of various social status in the community/United States in the past.
- Tell about the origin of a family or community tradition or custom.
- Arrange a series of significant events in world social history in chronological order (e.g., invention of writing, printing press, computer).
- Describe traditions and customs of past cultures.
- Compare how families and other groups of people lived in a past culture with how families and other groups of people in the community live today.
- Arrange a series of significant events in United States environmental history in chronological order (e.g., steel plow, railroad, automobiles).
- Tell how people, goods, and services moved from one place or geographic region to another in the past.
- Analyze a graph or chart containing data that shows changes in aspects of the physical environment over time.
- Give an example of how the knowledge of geography increases an understanding of the history of the people in a place or region of Illinois and the United States.
- Arrange a series of significant events in world environmental history in chronological order (e.g., beginning of agriculture, rise of cities, destruction of rainforest).
- Tell why knowledge of geography is necessary to understand the history of the people in a place or region.

### **Geography**

- Draw a sketch map of the community, which shows its physical and human characteristics.
- Identify how people use tools and machines to obtain resources and change the physical and human environment in their community and in other places.
- Classify a list of resources into renewable and nonrenewable.
- Draw pictures showing how open land in and around your community might be used.
- Predict where people might choose to live using a map showing rivers, lakes, marshes, plains, and mountains.
- Illustrate how technological developments have been used to alter the physical environment of the local community (e.g., of or about automobiles, electricity, and computers by using pictures and stories).
- Create a map and draw pictures showing ways that students would like their neighborhood to change in the future.
- Depict ways students would like their community's physical and human environment to change in the future using maps or images.

### **Culture and Society**

- Describe aspects of the community that reflect its cultural heritage.
- List activities that are important to society (e.g., education, religion, entertainment).
- Identify the major social institutions within a community (e.g., schools, churches).
- Describe the concept of conflict.
- Describe the concept of cooperation.
- Describe how individuals work together to obtain food, clothing, and shelter.
- Define division of labor.