



Huntington Beach City School District

Common Core State Standards Grade Level Learning Descriptors

Fourth Grade ENGLISH/LANGUAGE ARTS

Reading Foundational Skills

- **Phonics and Word Recognition** – use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.
- **Fluency** – 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 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.
- **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; explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama 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 narrations.
- **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 and patterns of events in stories, myths and traditional literature from different cultures.

Reading 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 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 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.

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; 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, 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; use precise language and domain-specific 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; provide a conclusion that follows from the narrated experiences or events.
- **Production and Distribution of Writing** – produce clear and coherent writing (including multiple-paragraph texts) 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; paraphrase, and categorize information, and provide a list of sources; draw evidence from literary or informational texts to support analysis, reflection, and research.



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Language

- **Conventions of Standard English** - demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use relative pronouns and relative adverbs; form and use the progressive verb tenses; use modal auxiliaries to convey various conditions; order adjectives within sentences according to conventional patterns; form and use prepositional phrases; produce complete sentences, recognizing and correcting inappropriate fragments and run-ons; correctly use frequently confused words; 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** - choose words and phrases to convey ideas precisely; choose punctuation for effect; differentiate between contexts that call for formal English and situations where informal discourse is appropriate.
- **Vocabulary Acquisition and Use** - use context 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; consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases; explain the meaning of simple similes and metaphors in context; recognize and explain the meaning of common idioms, adages, and proverbs; demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings; 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 and that are basic to a particular topic.

Speaking and Listening

- **Comprehension and Collaboration** - engage effectively in a range of collaborative discussions 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, tell a story, or recount an experience in an organized manner, 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 and situations where informal discourse is appropriate; use formal English when appropriate to task and situation.

Fourth Grade MATHEMATICS

Operations and Algebraic Thinking

- **Use the four operations with whole numbers to solve problems** - interpret a multiplication equation as a comparison; multiply or divide to solve word problems involving multiplicative comparison; solve multistep word problems posed with whole numbers and having whole-number answers using the four operations; assess the reasonableness of answers using mental computation and estimating strategies explain why a rounded solution is appropriate.
- **Gain familiarity with factors and multiples** - find all factor pairs for a whole number in the range 1-100.
- **Generate and analyze patterns** - generate a number or shape pattern that follows a given rule.

Number 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; use place value understanding to round multi-digit whole number 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, illustrate and explain the calculation; solve problems involving multiplication of multi-digit numbers by two-digit numbers; find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, illustrate and explain the calculation.

Numbers 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; compare two fractions with different numerators and different denominators.



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- **Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers** - understand addition and subtraction of fractions as joining and separating parts referring to the same whole; decompose a fraction into a sum of fractions with the same denominator in more than one way; add and subtract numbers with like denominators; solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem; understand a fraction a/b as a multiple of $1/b$; understand and multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number; solve word problems involving multiplication of a fraction by a whole number, by using visual fraction models and equations to present the problem.
- **Understand decimal notation for fractions, and compare decimal fractions** - express a fraction with denominator 10 as an equivalent fraction with denominator 100; use decimal notation for fractions with denominators 10 or 100; compare two decimals to hundredths by reasoning about their size; record the results of comparisons with the symbols $>$, $+$, $=$, or $<$, and justify the conclusions, e.g., by using the number line or another 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.; within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table; 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; 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 are 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; solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems.

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 and 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; draw lines of symmetry.

Common Core State Standards and Grade Level Technology Competencies can be found on our website (please click on the following):
www.hbcasd.us - Parents / Educational Services / Common Core Standards

The following assessment methods may be utilized to determine your child's progress toward mastery of the standards:

- ✓ Student performance and participation during class activities and discussions
- ✓ Performance tasks
- ✓ Teacher observation (whole group and small group)
- ✓ One-on-one assessments (teacher and student)
- ✓ Class work, projects, and writing samples
- ✓ Summative assessments (paper pencil and / or online)