

# ACADEMIC STANDARDS FOR FOURTH GRADE

## Language Arts

### **Reading Standards 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 narrations.

#### **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.

#### **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, with scaffolding as needed at the high end of the range.

### **Reading Standards 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.

#### **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.

#### **Text Complexity**

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

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## ***Reading Standards: Foundational Skills***

### **Phonics and Word Recognition**

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

### **Fluency**

- Read with sufficient accuracy and fluency to support comprehension.
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## ***Writing***

### **Text Types and Purposes**

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

### **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.

### **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.
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## ***Language***

### **Conventions of Standard English**

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### **Knowledge of Language**

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

### **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 an array of strategies.
- Demonstrate understanding of figurative language, word relationships, and nuances in word 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 (e.g., *quizzed*, *whined*, *stammered*) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).

# ACADEMIC STANDARDS FOR FOURTH GRADE

## ***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.
- 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 or media source provides to support particular points.

### **Knowledge and Ideas**

- Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking 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.

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## ***Mathematics***

### **Operations and Algebraic Thinking**

- Use the four operations with whole numbers to solve problems.
- Gain familiarity with factors and multiples.
- Generate and analyze patterns.

### **Number and Operations in Base Ten**

- Generalize place value understanding for multi-digit whole numbers.
- Use place value understanding and properties of operations to perform multi-digit arithmetic.

### **Number and Operations—Fractions**

- Extend understanding of fraction equivalence and ordering.
- Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
- Understand decimal notation for fractions, and compare decimal fractions.

### **Measurement and Data**

- Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
- Represent and interpret data.
- Geometric measurement: understand concepts of angle and measure angles.

### **Geometry**

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

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## ***Science***

### **Physical – Magnetism and Electricity**

Students experience magnetism and electricity as related effects and learn useful applications of magnetism and electricity in everyday life.

### **Life – Environments**

Students learn that all organisms need energy and matter to live and grow and living organisms depend on one another and on their environment for their survival.

### **Earth – Solid Earth**

Students understand that the properties of rocks and minerals reflect the processes that formed them.

# ACADEMIC STANDARDS FOR FOURTH GRADE

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## *Health Education*

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Students learn about the growth and developmental changes they will experience as a normal part of growing up.

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## *History-Social Science*

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Students learn about the growth and developmental changes they will experience as a normal part of growing up.

Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.

Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the gold Rush, and the granting of statehood.

Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850's.

Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.

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## *Physical Education*

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Students compete in basketball, football, volleyball, softball, and soccer. Physical fitness and the value of sportsmanship and cooperation are emphasized.

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## *Visual and Performing Arts*

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The visual and performing arts are visual arts (drawing, painting), dance, music (listening, rhythm and playing) and drama. Students experience the arts through learning art skills, creative expression and experimentation.

**Superintendent: Brad Tooker**

**Board of Education:**

**Diane Howe**

**Scott Otsuka**

**Tracy Pittman**

**Jeff Randall**

**Bill Schuetz**

**Resources:**

**Additional District Information:** [www.drycreekschools.us](http://www.drycreekschools.us)

*By working together, schools and parents create the maximum opportunity for student success.*