ACHIEVEMENT LEVELS

A = AT OR ABOVE - No assistance is needed, student independently demonstrates understanding.

Trimester 1 & 2: Student is expected to meet the standards if the present level of excellent & independent performance continues.

Trimester 3: Student consistently demonstrates excellent achievement of the standards. Student shows an in-depth knowledge of the concepts and skills included in the Common Core State Standards. Student makes insightful connection to other ideas and concepts. Student grasps, applies and extends the key concepts and skills.

M = MINIMAL ASSISTANCE IS NEEDED

Trimester 1 & 2: Student is expected to meet the standards if the present level of acceptable & minimally assisted performance continues.

Trimester 3: Student demonstrates acceptable achievement of the standards. Student shows a solid knowledge of the concepts and skills included in the Common Core State Standards. Student uses appropriate strategies to solve problems. Student grasps and applies key concepts and skills.

P = PROGRESSING: NEEDS ASSISTANCE

Trimester 1 & 2: Student is expected to meet the standards if the present level of performance consistently improves.

Trimester 3: Student demonstrates minimal achievement of the standards. Student shows partial understanding of the concepts and skills included in the Common Core State Standards. Student is beginning to demonstrate, grasp and apply an understanding of the concepts and skills.

N = NEEDS IMPROVEMENT

Trimester 1 & 2: Student is NOT expected to meet the standards unless the level of performance dramatically improves.

Trimester 3: Student demonstrates an extremely limited or unacceptable achievement of the standards. Student needs additional learning opportunities to achieve an increased understanding of the concepts and skills. Student has difficulty grasping, applying key concepts and skills.

X = NOT YET COVERED

WORK HABITS

C = CONSISTENTLY
MT = MOST OF THE TIME
S = SOMETIMES
R = RARELY

ENGLISH LANGUAGE ARTS

COMMON CORE STATE STANDARDS

Reading

In both literature and informational texts, students independently read increasingly challenging text appropriate for their reading level and the grade level. They are able to accurately read the text with expression at an appropriate rate and refer to details in the text when explaining what the text says as well as when making inferences based on the text.

Reading Literature Standards:

- Students describe characters, settings, and events in depth and refer to details and examples in the text to support their descriptions.
- They discuss stories, dramas, and poems in terms of both the content and the structure of the writing.
- They compare and contrast themes, topics, patterns of events, versions (text vs. a video or drama), as well as points of view presented in a third-person versus a first-person narration.

Reading Informational Text Standards:

- Students summarize; they identify the main idea of a nonfiction text as well as important details and explain how those details support the main idea; and they explain how an author uses specific reasons and evidence to support points.
- They describe the structure (e.g., cause/effect) of events, ideas, and information in a text.
- They compare and contrast a firsthand and secondhand account of the same event or topic (e.g., a biography and an autobiography).
- They integrate information from two texts on the same topic to write and speak about the subject.

Writing

- They produce writing appropriate to the task and their purpose for writing (e.g., to explain, to tell a story), and they plan, revise, and edit with guidance.
- They work on short research projects to learn about a topic.
- They gather information from both texts and websites, take notes, organize the information, and write written responses using the information gathered.
- They respond to questions about reading and content in writing.
- They can write a minimum of 250 words in a sitting (the equivalent of 1 typed page).

Writing Standards:

- Students write opinion pieces about both topics and texts. They introduce the topic or text, state an opinion, supply reasons supported by facts and details, use linking words and phrases (e.g., for instance, in addition), and provide a conclusion.
- They write informative and explanatory pieces. They introduce the topic; group ideas together in paragraphs and sections; add relevant facts, definitions, details, and illustrations/charts; use linking words (e.g., also, but) to connect ideas; use precise vocabulary; and provide a conclusion.
- They write narrative pieces that describe real or imagined experiences. They organize and describe a logical event sequence; use dialogue and descriptions of the events and characters' actions; use a variety of words (e.g., after, later, suddenly) that signal sequence and transitions; use precise words; and include a sense of closure.

Speaking and Listening Standards:

- Students prepare for, and participate in, discussions about texts and topics, in which they make statements, ask questions, clarify what was heard, elaborate on ideas, and respond to the comments of others.
- They paraphrase information heard in read aloud or other formats and identify reasons/evidence the speaker or other media source gives to support points.
- Present knowledge and ideas by reporting on a topic, telling a story, or describing an experience. They use descriptive language, choose between formal and informal English, and speak at an appropriate pace and volume.

Language

Fourth grade students continue to learn to produce and read cursive writing and to produce a variety of complete and correct sentence structures.

Grammar: Students learn to form and correctly use specific parts of speech: question words (e.g., who, whom, where); progressive verb tenses (present *is walking*, past *was walking*, and future *will be walking*); to order adjectives (*a small red bag* not *a red small bag*); to use prepositional phrases (e.g., on the table, next to the); frequently confused words (e.g., to, too, two); and to correct incomplete and run-on sentences.

Punctuation & Capitalization: Students are expected to use correct capitalization. They continue to be held accountable to use ending punctuation and a comma and quotation marks in dialogue, and they learn to use the comma and quotation marks when quoting what a person or text says. They also use a comma in a compound sentence.

Spelling: Students use what they know about words to spell correctly.

Vocabulary: Students learn new words across the day in all subjects and are expected to use those new words when talking with others and when writing. This includes using context clues and knowledge of Greek and Latin roots (e.g., graph) to determine word meanings; understanding figurative language (e.g., *similes-like a rose)*, and using reference materials to verify meanings (e.g., thesaurus, dictionary).

MATHEMATICS *COMMON CORE STATE STANDARDS*

Students work to understand multi-digit multiplication and division of large numbers by one-digit numbers. They use and understand equivalent fractions, and do simple addition, subtraction, and multiplication with fractions. Students classify simple geometric shapes, based on their properties (parallel sides, perpendicular sides, certain angle measures, symmetry).

Here are some of the typical mathematical questions /tasks fourth graders work on in class. These are also great for asking/doing at home.

Operations and Algebraic Thinking

Mike has 21 pens. Jaime has 3 times as many as Mike. Show this comparison on a number line. Now write an equation that shows how to calculate Jaime's number of pens.

Make up a two-step word problem that uses addition and division. Solve it.

List the factor pairs for 48.

Number and Operations in Base Ten

Write two numbers between 3,000 and 4,000 in expanded form. Which is greater?

Tina says 700 ÷ 70 = 10. Is she correct? How do you know?

Estimate without solving: 675 ÷ 9 (or 24 x 17, or 738 + 2,415) How did you get your estimate?

Estimate then solve: 2,358 ÷ 5 (or 365 x 9, or 5,086 – 992). Show how you solved it.

Number and Operations—Fractions

Is three-fourths equivalent to nine-twelfths? Show or explain how you know.

Which is closer to one half: three-eighths or four-sixths? How do you know?

Add $1\frac{3}{4}$ to $2\frac{3}{4}$ [or subtract $1\frac{3}{4}$ from $2\frac{3}{4}$]. Show your answer with an equation or area model.

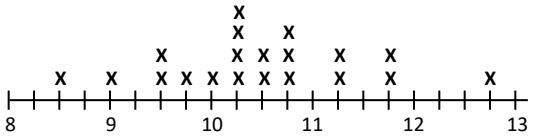
Lucky eats $\frac{3}{8}$-lb of food each day. How many pounds does he eat in a week?

Measurement and Data

How many inches are in three feet? [km, m and cm; kg and g; lb and oz; hr, min and sec]

A small garden has an area of 96 sq ft. The garden is 8 ft wide. How long is it?

Use the line plot. What is the difference, in lbs, between the heaviest and the lightest cat?



Cats' weights in lbs

Geometry

Sketch an angle with a measure of 60° [or 45°, or 130°, etc.].

Carefully sketch each kind of triangle: right, scalene, isosceles; equilateral.

Draw a quadrilateral that fits each category:

4 right angles	2 right angles	no right angles
2 pairs of parallel sides	1 pair of parallel sides	no pairs of parallel sides

SCIENCE

- Living Things
- Rocks and Minerals
- Changes on Earth
- Electricity
- Magnetism

HISTORY/SOCIAL SCIENCE

- California Geography & History