## 4th Grade English Language Arts

### Reading

- ❏ Use details from the text to discover the theme of the story, drama, or poem.
- ❏ Understand the meaning of words and phrases by the way they are used in the text, including words and phrases that refer to characters in mythology (Herculean, Sisyphean).
- ❏ Understand the relationship between written stories and dramas, and a visual or oral presentation of the same text. Point out where the presentation reflects specific descriptions and directions in the written text.
- ❏ Read and understand texts in the grades 4-5 text complexity band (Lexile levels can be a guide for measuring quantitative features, however are not always accurate with qualitative features).
- ❏ Use details and examples in informative texts to explain what the text says clearly, and well as when making inferences.
- ❏ Discover the meaning of general academic words or phrases, as well as domain specific words and phrases, in texts relevant to grade level subjects.
- ❏ Incorporate all knowledge of letter-sound correspondences, syllable patterns, word structure (roots, prefixes, and affixes) to accurately read unfamiliar words with multi-syllables in and out of context.
- ❏ Read with intent to understand grade level text.
- ❏ Read grade level poetry and prose out loud, at an appropriate speed, with accuracy and expression.
- ❏ Confirm or self-correct as needed word recognition and understanding using the context and rereading when necessary.
- ❏ Show a knowledge of language and conventions when writing, speaking, reading, or listening by choosing words and phrases to precisely express ideas, using punctuation for effect, using formal English when called for and informal discourse when needed as well as understanding the difference between the two.
- ❏ Discover and understand the meaning of unknown words as well as words with multiple-meanings based on grade 4 reading and content. Choose between a range of strategies such as using context clues, using common grade-appropriate Greek and Latin affixes and roots to determine word meanings (telegraph, photograph, autograph), using reference materials when needed to discover the meaning of, or pronunciation of words and phrases (dictionaries, thesauruses, and glossaries).

**Reading with Discussion**

- ❑ Mention examples and details from a text in order to explain the meaning of the text, and draw inferences (ideas that come from evidence and reasoning) from the text.
- ❑ Use details from the text to discover the theme of the story, drama, or poem.
- ❑ Use specific details from the text to thoroughly describe characters, settings, and events.
- ❑ Understand the meaning of words and phrases by the way they are used in the text, including words and phrases that refer to characters in mythology (Herculean, Sisyphean).
- ❑ Point out significant differences in poems, drama, and prose. Point out the structural elements of poems (verse, meter, rhyme) and of dramas (cast, setting, dialogue, stage directions).
- ❑ Explain the similarities and differences of points of view in narration (first- and third-person).
- ❑ Understand the relationship between written stories and dramas, and a visual or oral presentation of the same text. Point out where the presentation reflects specific descriptions and directions in the written text.
- ❑ Compare and contrast similar themes and topics (the struggle between good and evil), and patterns of events (for examples, quests) in stories, myths, and traditional literature from a variety of cultures.
- ❑ Use details and examples in informative texts to explain what the text says clearly, and well as when making inferences.
- ❑ Discover the main idea of informational text and discuss how key details support the idea, summarize the text.
- ❑ Discuss events, procedures, ideas and concepts, what happened and why, in informational text, with specific details.
- ❑ Describe how events, ideas, concepts, and information are structured (cause/effect, comparison, chronological order, problem/solution).
- ❑ Compare and contrast a firsthand experience with a secondhand account of the same experience, describing the differences.
- ❑ Analyze information presented visually, orally, or quantitatively (diagrams, animations, timelines, graphs, elements on a webpage) and discuss how it contributes to understanding the text it is in.
- ❑ Discuss how an author uses reasons and evidence to support points.
- ❑ Combine information from two texts on one topic in order to knowledgeably write or speak about that topic.
- ❑ Paraphrase sections of text that have been read aloud, or information shown in a variety of formats (visually, quantitatively, and orally).
- ❑ Show a knowledge of language and conventions when writing, speaking, reading, or listening by choosing words and phrases to precisely express ideas, using

punctuation for effect, using formal English when called for and informal discourse when needed as well as understanding the difference between the two.

- ❏ Show an understanding of figurative language, word relationships, and nuances in meanings by explaining the meanings of simple similes and metaphors (pretty as a picture), recognizing and explaining common idioms, adages, and proverbs, show an understanding of words by relating the word to its opposite as well as similar words.

**Writing**

- ❏ Mention examples and details from a text in order to explain the meaning of the text, and draw inferences (ideas that come from evidence and reasoning) from the text.
- ❏ Use specific details from the text to thoroughly describe characters, settings, and events.
- ❏ Understand the meaning of words and phrases by the way they are used in the text, including words and phrases that refer to characters in mythology (Herculean, Sisyphean).
- ❏ Point out significant differences in poems, drama, and prose. Point out the structural elements of poems (verse, meter, rhyme) and of dramas (cast, setting, dialogue, stage directions).
- ❏ Combine information from two texts on one topic in order to knowledgeably write or speak about that topic.
- ❏ Write an opinion piece about a topic, use information and reasons to support the point of view, that includes a clear introduction, a stated opinion, an organizational structure that groups together ideas to support the purpose, fact-supported reasons for the opinion, linking words and phrases (as well as, in order to), and a conclusion.
- ❏ Write informative/explanatory texts that closely examine a topic and conveys information and ideas clearly, that also includes a clear introduction, organized by grouping information in paragraphs and sections, add illustrations and multimedia when useful, uses facts, quotes, definitions and more to develop the topic, uses linking words and phrases (as well as, in order to), uses vocabulary specific to the topic to explain the topic, includes a conclusion.
- ❏ Write narratives that develop real or imagined experiences and events, that include a clear sequence of events, and descriptive details. The narrative should include setting the reader by constructing a situation and introducing the characters and/or a narrator, dialogue and descriptions to grow the events as well as showing character reactions, transitional words and phrases to manage the event sequence, sensory details, concrete words, and a conclusion that comes from following the event sequence.

- ❏ Write in a clear and coherent manner that includes development of an organization that is appropriate for the audience, as well as the task and purpose of writing.
- ❏ Plan, revise, and edit writing using peer and adult feedback.
- ❏ Use the internet and other technology to create and publish writing with minimal guidance, interact with others using technology with guidance, type a minimum of one page per sitting.
- ❏ Carry out short research projects investigate different aspects of a topic to build knowledge.
- ❏ Gather information (from sources and experiences) take notes, organize information into categories, and list sources.
- ❏ Infer evidence from a variety of texts to support analysis, reflection, and research in writing. For example, use specific details from the text to thoroughly describe characters or discuss how an author uses reasons and evidence to support points.
- ❏ Routinely write over a period of extended time (research, revision, reflecting) as well as writing for a short period of time (single sitting in one or two days) for a variety of discipline-specific tasks, purposes, and audiences.
- ❏ Show a command of the English language when writing or speaking by using: relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why), form and use the progressive verb tenses (I was, I am, I will be), use modal auxiliaries (can, may, must, etc.) to convey conditions, use conventional patterns to organize adjective (a small brown dog instead of a brown small dog), use prepositional phrases (after, at, before, with, for, from, etc), use complete sentences (recognize and correct sentence fragments and run-on sentences), use commonly confused words correctly (to, too, two, there, their, they're).
- ❏ Show a command of Standard English conventions of capitalization, punctuation, and spelling when writing by using capitalization correctly, commas and quotation marks to show direct speech and quotes from a text, commas before conjunctions in a compound sentence, spell grade-level words correctly using references as needed.
- ❏ Show a knowledge of language and conventions when writing, speaking, reading, or listening by choosing words and phrases to precisely express ideas, using punctuation for effect, using formal English when called for and informal discourse when needed as well as understanding the difference between the two.
- ❏ Show an understanding of figurative language, word relationships, and nuances in meanings by explaining the meanings of simple similes and metaphors (pretty as a picture), recognizing and explaining common idioms, adages, and proverbs, show an understanding of words by relating the word to its opposite as well as similar words.
- ❏ Develop and accurately use grade-appropriate general academic and domain-specific vocabulary, including words and phrases that indicate specific actions, emotions, or states of being (quizzed, whine, stammered) and are basic

to a specific topic (for example, if discussing animal preservation the words wildlife, conservation, and endangered would all be appropriate).

**Oral**

- ❏ Read grade level poetry and prose out loud, at an appropriate speed, with accuracy and expression.
- ❏ Participate in a variety of collaborative discussions (teacher-led, group discussion, one-on-one) with a range of participants on grade-level topics or text, growing the conversation by being prepared for the discussion, following agreed-upon rules and taking on assigned roles, asking and answering specific questions for more information, comment to add to the discussion and link the comment to what others have said, contemplate key ideas discussed and explain how that impacts their own ideas.
- ❏ Recognize reasons and evidence used by a speaker to support specific points.
- ❏ Communicate information on a topic using an organized manner with facts and relevant, descriptive details that support main ideas and themes, while speaking clearly and at an appropriate pace.
- ❏ Use audio recordings and visual displays to enhance the main ideas and themes when appropriate.
- ❏ Understand the differences between contexts that require formal English (presenting ideas) and situations that require informal discussion (small-group discussions). Use formal English when needed.
- ❏ Show a command of the English language when writing or speaking by using: relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why), form and use the progressive verb tenses (I was, I am, I will be), use modal auxiliaries (can, may, must, etc.) to convey conditions, use conventional patterns to organize adjective (a small brown dog instead of a brown small dog), use prepositional phrases (after, at, before, with, for, from, etc), use complete sentences (recognize and correct sentence fragments and run-on sentences), use commonly confused words correctly (to, too, two, there, their, they're).
- ❏ Show a knowledge of language and conventions when writing, speaking, reading, or listening by choosing words and phrases to precisely express ideas, using punctuation for effect, using formal English when called for and informal discourse when needed as well as understanding the difference between the two.
- ❏ Develop and accurately use grade-appropriate general academic and domain-specific vocabulary, including words and phrases that indicate specific actions, emotions, or states of being (quizzed, whine, stammered) and are basic to a specific topic (for example, if discussing animal preservation the words wildlife, conservation, and endangered would all be appropriate).

## Math

### Numeracy

- ❏ Use addition, multiplication, subtraction, and division with whole numbers to solve problems.
- ❏ View multiplication equations as a comparison (63 = 9 x 7 means 63 is 9 times as many as 7 and 7 times as many as 9). From verbal statements of multiplicative comparisons, write a multiplication equation.
- ❏ Find all factor pairs for any whole number 1-100, understand that the whole number is a multiple of each of its factors, identify is a given whole number (1-100) is a multiple of a given one-digit number, identify if a given number is a prime number (the only factors are the given number and 1) or a composite number (the given number has more factors that one and itself).
- ❏ Create a number or shape pattern that follows a given rule. Discover clear features of the pattern that were not stated in the given rule (If the given rule is to create a pattern by adding 5, an unstated pattern that would be clear is that the numbers will alternate between odd and even), and explain why the particular pattern will continue.
- ❏ Read and write whole numbers that are multi-digit using base-ten numerals (0-9), number names, and expanded form.
- ❏ Compare two multi-digit whole numbers using >, =, and < to write the results.
- ❏ Add and subtract multi-digit whole numbers fluently using the standard algorithm (lining the numbers up, one on top of the other, with the correct place values in line, and adding or subtracting from right to left).
- ❏ Multiply a multi-digit whole number of up to four digits by a whole number with only one-digit using strategies based on place value and properties of operations, write/draw the expression with equations, arrays, and/or area models.
- ❏ Multiply two two-digit whole numbers using strategies based on place value and properties of operations, write/draw the expression with equations, arrays, and/or area models.
- ❏ Find whole numbers answers (including remainders) by dividing a four-digit number with a one-digit number, using strategies based on place value, properties of operations, and the relationship between multiplication and division (if 7 x 8 = 56, then 56 divided by 8 equals 7). Draw or write the calculation using equations, arrays, and/or area models.
- ❏ Compare two decimals to hundredths, realizing that the comparison is only accurate if the decimals are referring to the same whole. Write the comparisons using >, = , <  and explain them with a visual representation.

**Fractions**

- ❏ Describe why fraction *a/b* is the equivalent of to a fraction (*n x a*)(*n* x *b*) by using a visual fraction model (a graphic showing one whole rectangle, with a rectangle directly under it of the same size divided into halves, followed by another rectangle divided into thirds, etc) and noticing that while the number and size of the parts differ, some fractions are the same size (2/4 and 1/2 ). Using this principle, create equivalent fractions (for example, 1/2 = 2/4 = 5/10, etc).
- ❏ Compare two fractions that have different numerators and denominators, by either creating common numerators or denominators, or by comparing to a benchmark fraction. Use >, =, < to write the results of the comparison, and explain the results with a visual fraction model.
- ❏ Recognize that adding or subtracting of fractions is joining or separating parts from the same whole.
- ❏ Decompose (take apart) fractions with the same denominator in multiple ways and explain how the fraction is broken down using a visual fraction model ( 4/6 = 1/6 + 1/6 + 1/6 + 1/6 ; 4/6 = 2/6 + 1/6 + 1/6 ; 2 1/3 = 1 + 1+ 1/3 ).
- ❏ Add and subtract mixed numbers (a whole number and a fraction, 3 4/5) with like denominators by replacing the mixed number with an equal fraction (3 4/5 would be 19/5) and/or by using properties of operations and the connection between addition and subtraction.
- ❏ Solve word problems that include fractions that refer to the same whole with like denominators and require addition and subtraction by using visual fraction models and equations.
- ❏ Recognize that fraction a/b is a multiple of 1/b (9/8 = 9 x 1/8 ).
- ❏ Recognize that a multiple of a/b is a multiple of 1/b, and use this to multiply a fraction by a whole number (understand and express 2 x 3/7 as 6 x 1/7 with a product of 6/7).
- ❏ Solve word problems that require multiplying a fraction by a whole number, and use visual fraction models and equations to depict the problem.
- ❏ Understand and write fractions with a denominator of 10 as an equal fraction with a denominator of 100, and use this to add fractions (2/10 expressed as 20/100, and using that to solve 2/10 + 8/100 = 28/100).
- ❏ Convert decimals into fractions with denominators of 10 or 100 (0.53 would be expressed in a fraction as 53/100).

**Word Problem**

- ❏ Solve word problems with multiplication and division, including those that contain multiplicative comparisons with drawings and by writing equations using a symbol to represent the unknown number to represent the problem, differentiating multiplication comparison from additive comparison.
- ❏ Solve whole number word problems that include multiple steps, and have whole number answers, including problems where remainders must be interpreted. Write equations with a letter representing the unknown quantity. Gauge the reasonableness of the answers by mental computation and estimation. Use strategies such as rounding.
- ❏ Find whole numbers answers (including remainders) by dividing a four-digit number with a one-digit number, using strategies based on place value, properties of operations, and the relationship between multiplication and division (if 7 x 8 = 56, then 56 divided by 8 equals 7). Draw or write the calculation using equations, arrays, and/or area models.
- ❏ Solve word problems that include fractions that refer to the same whole with like denominators and require addition and subtraction by using visual fraction models and equations.
- ❏ Solve word problems that require multiplying a fraction by a whole number, and use visual fraction models and equations to depict the problem.

**Place Value**

- ❏ Understand that place-value in a multi-digit whole number means that a digit in one place represents ten times what it would represent in the place to its right (understand that 300 divided by 30 equals ten by using place value and division concepts).
- ❏ Use an understanding of place value to round multi-digit whole numbers to any place.
- ❏ Add and subtract multi-digit whole numbers fluently using the standard algorithm (lining the numbers up, one on top of the other, with the correct place values in line, and adding or subtracting from right to left).
- ❏ Multiply a multi-digit whole number of up to four digits by a whole number with only one-digit using strategies based on place value and properties of operations, write/draw the expression with equations, arrays, and/or area models.
- ❏ Multiply two two-digit whole numbers using strategies based on place value and properties of operations, write/draw the expression with equations, arrays, and/or area models.

**Measurement**

- ❏ Understand relative sizes of measurement units within systems of measurement (yard, feet, inch or hour, minute, second). Be able to convert smaller units of measurement into larger units within that same system of measurement, and create a conversion table (for example, a table of two columns listing the numbers as pairs. If using feet, it would be listed as 1, 12).
- ❏ Solve word problems that involve measurement with addition, subtraction, multiplication, and division. The units of measurement should include distances, time, liquid volumes, mass, and money. The word problems should include fractions and decimals, and require expressing measurements given in a larger unit of a smaller unit. Use diagrams, such as number lines, to represent measurement quantities.
- ❏ Use the formula for area and perimeter for rectangles in the real word as well as mathematical problems (find the width of a rectangular room when given the area of the flooring and the length by using the area formula as a multiplication equation).
- ❏ Make a line plot to show data for a set of measurements in fractions of a unit, use the information in the line plot to solve addition and subtraction of fraction problems (find and analyze the difference in length between the longest and shortest plant roots).
- ❏ Identify angles as geometric figures that are formed when two or more rays (lines with one endpoint) share a common endpoint, and recognize concepts of measuring angles, angles are measured with a circle, placing the common endpoints of the rays at the center of the circle, and then examining the the fraction of the circular arc between the point where the two rays intersect the circle. Angles that turn through 1/360 of a circle and called one-degree angles can be used to measure other angles.
- ❏ Understand that an angle that turns through a certain number of one-degree angles will have a measurement on that number of degrees (an angle that moves through 30 one-degree angles is measured at 30 degrees).
- ❏ Using a protractor, measure angles of whole-number degrees. Draw angles of given measurements.
- ❏ Identify angle measure as additive. An angle can be broken down into parts, and the total measurement of the angle is the sum of those parts. Use addition and subtraction to solve real word and mathematical problems to find the unknown angles, and write an equation with a symbol for the unknown measurement of the angle.

**Shapes**

- ❏ Identify angles as geometric figures that are formed when two or more rays (lines with one endpoint) share a common endpoint, and recognize concepts of measuring angles, angles are measured with a circle, placing the common endpoints of the rays at the center of the circle, and then examining the the fraction of the circular arc between the point where the two rays intersect the circle. Angles that turn through 1/360 of a circle and called one-degree angles can be used to measure other angles.
- ❏ Understand that an angle that turns through a certain number of one-degree angles will have a measurement on that number of degrees (an angle that moves through 30 one-degree angles is measured at 30 degrees).
- ❏ Using a protractor, measure angles of whole-number degrees. Draw angles of given measurements.
- ❏ Identify angle measure as additive. An angle can be broken down into parts, and the total measurement of the angle is the sum of those parts. Use addition and subtraction to solve real word and mathematical problems to find the unknown angles, and write an equation with a symbol for the unknown measurement of the angle.
- ❏ Draw lines, points, line segments, angles (right, obtuse, and acute), rays, and parallel and perpendicular lines, and identify these in two-dimensional figures.
- ❏ Organize two-dimensional shapes based on if they do or do not have perpendicular or parallel lines, or angles of a specific size. Identify right triangles as a category, and recognize right triangles.
- ❏ Know, identify, and draw lines of symmetry on two-dimensional figures. A line of symmetry is a line going across the figure that, if the figure is folded on the line, both sides will fold into matching parts.