4th Grade

Report Card Guide Now Included

Redding School District

Sections:

1. College and Career Readiness
2. English Language Arts Standards
3. Mathematics Standards
4. Next Generation Science Standards
5. Social Studies Standards
6. Report Card Guide

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Section 1: College and Career Readiness

"Let us think of education as the means of
Developing our greatest abilities,
because in each of us there is a private
Hope and Dream
which, fulfilled, can be translated into benefit for everyone and greater strength for our nation."

John F. Kennedy
35th President of the United States

College and Career Readiness

The Keys to Being Prepared

The Definition:

College and career readiness refers to the content knowledge, skills, and habits that students must possess to be successful in postsecondary education or training that leads to a sustaining career. Being college ready and being career ready are similar, but not necessarily the same. More and more jobs require some amount of post-high school training, and, in any event, all workers are going to need to be adaptive learners throughout their careers to cope with changes to their jobs and the way they work. Some notable differences finds College readiness meaning the ability to complete a wide range of topics and courses leading to a degree and Career readiness referring to a more specific course of study for a certificate or job attainment. Additionally, many of the attitudinal characteristics necessary for success in the workplace are also needed for College or Career studies.

LEARN Cognitive Strategies

These are the ways of thinking for college level or productive career work.

Problem formulation
- Hypothesize
- Strategize

Research
- Identify
- Collect

Interpretation
- Analyze
- Evaluation

Communication
- Organize
- Construct

Precision & accuracy
- Monitor
- Confirm

KNOW Content Knowledge

Refers to the "big ideas" from core subjects that all students must know.

Structure of knowledge
- Key terms and terminology
- Factual information
- Linking ideas
- Organizing concepts

Attitudes Toward Learning
- Learning content is a challenge
- Content is valued
- Effort
  - Intelligence is changed through increased effort
  - Under the students control

Technical knowledge and skills

Ownership of Learning

APPLY Skills and Techniques

Self attitudes and habits necessary for success at college or career work.

- Goal setting
- Grit/Perseverance
- Self-awareness
- Motivation
- Help seeking
- Progress monitoring
- Self-efficacy

Learning techniques
- Time management
- Test taking skills
- Note taking skills
- Memorization/recall
- Strategic reading
- Collaborative learning
- Technology proficiency

Post High School

SEEK Transition Knowledge

Information to successfully navigate to a college or career after high school.

awareness
- Ambitions
- Norms/culture

Postsecondary costs
- Tuition
- Financial aid

Admittance
- Eligibility
- Admissions
- Program

Career awareness
- Requirements
- Readiness

Role and Identity
- Role models

Self-advocacy
- Resource acquisition
- Institutional promotion

Fourth Grade - College and Career Readiness

The Keys to Being Prepared

How can I know that my child is on track during Fourth Grade?

LEARN Cognitive Strategies	KNOW Content Knowledge	APPLY Skills and Techniques	SEEK Transition Knowledge
(Problem formulation) ⇒ Child will think through, devise a strategy, and attempt to solve more complex problems. **(Research)** ⇒ Child systematically collects sources that address problems.	**(Knowledge Building)** ⇒ Child is meeting targeted Reading Standards by hitting RSD cut scores. ⇒ Child reads to learn science or social studies content.	**(Ownership-Set Goals)** ⇒ Child sets short and long-term goals that align to future hopes. **(Ownership-Grit)** ⇒ Persevere when faced with new, challenging, or unfamiliar tasks and assume responsibility.	**(Post High School Awareness)** ⇒ Child understands the terms: All words K-3 & community service, extra curricular activities, freshman, sophomore, junior, senior, quarter, semester
(Interpretation) ⇒ Child selects and prioritizes resources that are of value to completing a task.	**(Characteristic-Effort)** ⇒ Child is having sustained effort in all work. ⇒ Child will take on a challenge.	**(Learning-Motivation)** ⇒ Child will be self motivated and complete tasks even when it isn't interesting.	**(Career Awareness)** ⇒ Child read books or articles about post high school programs linked to attractive careers.
(Communication) ⇒ Child will produce drafts that incorporate facts and is based on the task to be completed.	**(Student-Learning)** ⇒ Child understands that learning is flexible and can be changed through increased struggle.	**(Self-Efficacy)** ⇒ Child has confidence in their own ability to complete tasks and learn from mistakes.	**(Matriculation)** ⇒ Child begins to understand the High School A-G requirements for college entry.
(Precision / Accuracy) ⇒ Child is producing work that is increasing in quality as the year progresses. ⇒ Child confirms accuracy of work produced.	**(Student-Engagement)** ⇒ Child recognizes successful students must engage to master what is taught.	**(Learning Techniques)** ⇒ Child Communicates and works well with others. ⇒ Child prepares for an assessment of knowledge that they are learning.	**(Role & Identity)** ⇒ Child thinks of themselves as a student scholar. ⇒ Child thinks of a future self and identifies role models in careers child aspires to.

Section 2: English Language Arts Standards

*"The more you **read***
*the more **things** you know.*
*The more that you **learn***
*the more **places** you'll go*

Dr. Seuss

English Language Arts

English-Language Arts-Highlights of the Common Core State Standards

The CCSS for English-language arts are divided into four strands: reading, writing, speaking and listening, and language. The standards are organized by grade level for kindergarten through grade eight and by grade span for high school.

For kindergarten through grade five, the reading standards include foundational skills that foster students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English language.

Standards for literacy in history/social studies, science, and technical subjects provide additional specificity about the application of reading and writing standards to subject area content.

At each grade level and grade span, the reading strand includes standards for both literature and informational text. Literature encompasses a broad range of cultures, periods, and genres (e.g., stories, folktales, fantasy, realistic fiction, drama, poetry). Informational texts include biographies and autobiographies; writings about history-social sciences, science, and the arts; technical texts; and digital sources.

The writing standards call for students to write for a variety of purposes and to use technology to produce and publish their writing. Students are expected to write in varied genres, building mastery in a range of skills and applications.

Vocabulary acquisition and practice are threaded throughout the four strands, reflecting current research on how students best learn new words. Both writing and collaborative conversations about grade level topics and text provide students opportunities to practice using new vocabulary.

Students learn to express ideas, work together, and listen carefully to integrate and evaluate information. Skills are not learned in isolation, but in connection with reading and analyzing grade-level texts and topics. Technology is used to gather and present information.

What differences will I see in my student's assignments and how can I help? The new Common Core State Standards make several important changes to current standards. These changes are called shifts. Below you will see what these shifts change and what you can do to help your student at home.

English Language Arts

What's Shifting?	What to Look for?	What Can You Do?
Your student will now read **more non-fiction** in each grade level.	Look for students to have more reading assignments based on real-life events, such as biographies, articles and historical stories.	Read non-fiction books with your children. Find ways to make reading fun and exciting around learning new things.
Reading more non-fiction texts will help your student **learn about the world through reading.**	Look for your student to bring home more fact-based books about the world. For instance, your 1st grader or Kindergartener might read Clyde Robert Bulla's *A Tree is a Plant*. This book involves students in reading and learning about science.	Know which non-fiction books are grade-level appropriate and make sure your student has access to such books. Talk to your school or local librarian.
Your student will **read challenging texts very closely**, so they can make sense of what they read and draw their own conclusions.	Your students will have reading and writing assignments asking them to reread and/or rewrite a text multiple times for a variety of purposes. For example, your 2nd or 3rd grader might be asked to read aloud Faith D'Aluisio's non-fiction book titled *What the World Eats* and retell facts based on multiple close readings.	Provide more challenging texts for your student to read. Show them how to dig deeper into these difficult pieces by rereading and wondering or questioning. Encourage them to talk with your about what they have read.
When it comes to writing or retelling a story, your student will **use "evidence" gathered from the text to support what they say.**	Look for written assignments asking your student to draw on concrete examples from the text that serve as evidence. "Evidence" is provided through examples from the book that are used to support a response or conclusion.	Ask your student to provide evidence or the "why" they think the way they do in everyday discussions and disagreements.
Your student will **learn how to write from what they read.**	Look for writing assignments that ask your student to create arguments in writing based on evidence from the text. For 4th and 5th graders, this might mena reding and writing about *The Kids Guide to Money*, a non-fictional book by Steve Otfinoski.	Encourage writing at home. Write together using evidence and details.
Your student will **increase their academic vocabulary.**	Look for assignments that stretch your student's vocabulary allowing them to see the "power" in language. For example all grades will be helping students use more formal sentence structures and content specific language when responding to questions during discussions.	Read often to your children and discuss the topic using the language presented in the text. Use math, science and other content rich language when talking about information.

Fourth Grade Knowledge Cut Scores

The Keys to Being Prepared

Reading	***Trimester 1*** ***Aug. 16 to Nov. 3***	***Trimester 2*** ***Nov. 6 to Mar. 2***	***Trimester 3*** ***Mar. 5 to June 6***
Reading Fluency	110 correct words per minute	125 correct words per minute	140 correct words per minute
Reading Accuracy	90 % of words read correctly	90 % of words read correctly	90 % of words read correctly
Accelerated Reader (AR) Scaled Score	424 out of 1400	458 out of 1400	493 out of 1400
AR Independent Reading Goals	100% of goal met	100% of goal met	100% of goal met
AR % of questions correct	85% or higher	85% or higher	85% or higher
Classroom learning assessments	80% or higher	80% or higher	80% or higher
Benchmarks	80% or higher	80% or higher	80% or higher
Writing Prompts	Rubric Score 3	Rubric Score 3	Rubric Score 4

Grade 4 Overview | English Language Arts

Fourth grade students read longer words and use roots, prefixes, and suffixes to determine the meanings of unknown words. They use details and examples in the text to determine the main idea and describe a character, setting, or event. Students produce writing that is developed, focused, organized, and edited. They group related ideas in paragraphs and sections, and provide a conclusion. Fourth grade students know when to use formal English, and when informal English is appropriate.

Reading

- Use details and examples in the text to determine the main idea and describe a character, setting, or event
- Use first person (e.g., *I said)* and third person (e.g., *She said)* narrative styles
- Read and understand literature and informational texts

Reading: Foundational Skills

- Use grade-level phonics and word analysis skills
    - Roots, prefixes, and suffixes
    - Read words with multiple syllables
- Read with accuracy and understanding

Writing

- Write opinion pieces that include a conclusion related to the opinion
- Write informative pieces that group related ideas in paragraphs and sections, and provide a conclusion
- Write narratives that introduce a narrator and characters; write about what the characters say, feel, and think; use sensory details
    - Sight, sound, scent
    - Produce writing that is developed, focused, organized, and edited
- Write a short research piece

Grade 4 Overview | English Language Arts

Speaking and Listening

- Participate in discussions, carrying out assigned roles
- Paraphrase portions of information presented aloud
- Plan and deliver a presentation based on a personal experience
- Speak clearly, in complete sentences, and at an appropriate pace

Language

- Use correct grammar
- Use complete sentences
- Correctly use frequently confused words
    - To, two, too
    - There, their, they’re
- Use correct capitalization, punctuation, and spelling
- Spell grade-level words correctly
- Know when to use formal English and when informal English is appropriate

College and Career Readiness Anchor Standards for Reading

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Reading - Foundational Skills

Print Concepts

1. **(Not applicable)**

Phonological Awareness

2. **(Not applicable)**

Phonics & Word Recognition

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

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

Reading - for Literature

Key Ideas & Details

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.
3. 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 & Structure

4. 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*). (See grade 4 Language standards 4-6 on pages 28 for additional expectations.)
5. 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.
6. 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 & Ideas

7. 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.
8. **(Not applicable to literature)**
9. Compare and contrast the treatment of similar themes and topic (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

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

Reading - for Informational Text

Key Ideas & Details

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
3. 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 & Structure

4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.(See grade 4 Language standards 4-6 on pages 28 for additional expectations.)

5. 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.
6. 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 & Ideas

7. 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.
8. Explain how an author uses reasons and evidence to support particular points in a text.

9. 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

10. By the end of the 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.

College and Career Readiness Anchor Standards for Writing

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary and or informational texts to support analysis, reflection, and research.

Range of Writing

10. 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 tasks, purposes, and audiences.

Writing Standards

Text Types & Purposes

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
   - **a.** 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.
   - **b.** Provide reasons that are supported by facts and details.
   - **c.** Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition)*
   - **d.** Provide a concluding statement or section related to the opinion presented.

2. Write informative / explanatory texts to examine a topic and convey ideas and information clearly.
   - **a.** 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.
   - **b.** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
   - **c.** Link ideas within categories of information using words and phrases (*e.g., another, for example, also because).*
   - **d.** Use precise language and domain specific vocabulary to inform about or explain the topic.
   - **e.** Provide a concluding statement or section related to the information or explanation presented.

3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
   - **a.** Orient the reader by establishing a situation and introducing a narrator and/ or characters; organize an event sequence that unfolds naturally.
   - **b.** Use dialogue and description to develop experiences and events or show the responses of characters to situations.
   - **c.** Use a variety of transitional words and phrases to manage the sequence of events.
   - **d.** Use concrete words and phrases and sensory details to convey experiences and events precisely.
   - **e.** Provide a conclusion that follows from the narrated experiences or events.

Writing Standards

Production & Distribution of Writing

4. Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. *(Grade-specific expectations for writing types are defined in Standards 1–3 above.)*
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (*Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on pages 28 and 29.)*
6. 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 & Present Knowledge

7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
8. 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.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
   a. Apply *grade 4 Reading standard*s 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].").*
   b. 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

10. 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.

College and Career Readiness Anchor Standards for Speaking and Listening

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Speaking & Listening

Comprehension & Collaboration

1. 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.
   - **a.** 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.
   - **b.** Follow agreed-upon rules for discussions and carry out assigned roles.
   - **c.** 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.
   - **d.** Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Identify the reasons and evidence a speaker or media source provides to support particular points.

Presentation of Knowledge & Ideas

4. 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.
   - a. Plan and deliver a narrative presentation that: relates ideas, observations, or recollections; provides a clear context; and includes clear insight into why the event or experience is memorable.
5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
6. 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. (See

College and Career Readiness Anchor Standards for Language

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

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

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Language—Conventions

Conventions of Standard English

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

Knowledge of Language

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

Language—Vocabulary

Vocabulary Acquisition and Use

4. 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.

- **a.** Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- **b.** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).
- **c.** 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 and to identify alternate word choices in all content areas.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- **c.** Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

6. 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).

How you can help your child at home with reading and writing.

Reading

- Encourage your child to read aloud to you.
- Read to and with your child regularly.
- Visit the library and/or bookstore with your child on a regular basis.
- Ask your child interesting questions after reading a story and talk about the characters, events, and ideas.
- Encourage your child to ask you questions about what was read.
- Encourage your child to read nonfiction, informational materials on many topics.
- Help your child gain access to reference materials (for example, a dictionary, an atlas, encyclopedias).
- Schedule a family reading time in which everyone is reading.
- Have your child read every night for 30 minutes.
- Have your child read and follow directions for games and recipes.

Writing

- Encourage your child to keep a diary and/or a vacation journal.
- Encourage your child to engage in creative writing, including writing poems, plays short stories, and songs.
- Encourage your child to write thank-you notes, letters and e-mail messages.
- Support your child in editing his own work.
- Encourage your child to provide interesting oral summaries of movies or television programs.
- Have family discussions about things you read together.

Parent Toolkit: http://www.parenttoolkit.com

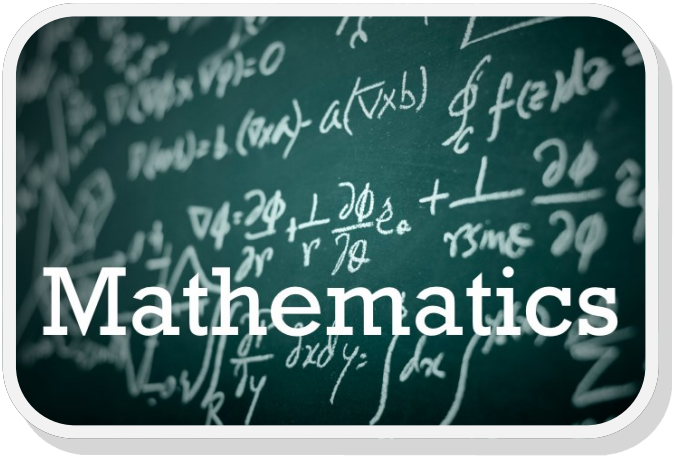
National PTA Fourth Booklet http://www.pta.org

California PTA http://capta.org/

Section 3: Mathematics Standards

*"Pure **Mathematics** is, in its way, the **Poetry** of **logical** ideas"*

Albert Einstein



What differences will I see in my student's assignments and how can I help? The Common Core State Standards (CCSS) for mathematics connects two types of standards: one for mathematical practice [habits of mind to foster student mathematical thinking] and one for mathematical content [what students should know and be able to do at each particular grade level]. Developing students at the elementary and middle school levels will engage in a variety of mathematical activities as they grow in subject maturity and expertise.

Mathematics

What's Shifting?	What to Look for?	What Can You Do?
Your student will **work more deeply in fewer topics**, which will ensure full understanding, less if more!	Look for assignments that require students to show their work and explain how they arrived at an answer. Look for work asking students to make sense of problems and to persevere in solving them.	Know what concepts are important for your student based on their grade level and spend time working on those concepts. Ask your student to explain **how** they arrived at an answer.
Your student's learning **will be a progression, building year after year.**	Look for assignments that build on one another. For example, students will focus on adding, subtracting, multiplying and dividing before studying fractions. Each concept forms the foundation for increasingly complex mathematical thought and application.	Know what concepts are important for your student based on their grade level and spend time working on those concepts.
Your student will **spend time practicing and memorizing math facts.**	Students may have assignments focused on memorizing and mastering basic math facts which are important for success in more advanced mathematical problems.	Help your students know and memorize basic math facts. Play games and engage in activities that encourage mental math.
Your student will **understand why the math works and be asked to talk about and prove their understanding.**	Look for assignments requiring your student to reason abstractly and quantitatively, to construct viable arguments and critique the reasoning of others, and to model with mathematics and to utilize appropriate tools in problem solving. Students will explore more than one way to solve a problem.	Be aware of what concepts your student struggled with last year and support your student in those challenge areas moving forward. Encourage your student to share their mathematical thinking.
Your student will now be asked to **use math in real-world situations.**	Look for math assignments that are based on the real world. For instance, homework for 5th graders might include adding fractions as part of a dessert recipe or determining how much pizza friends ate based on fractions.	Provide time every day for your student to work on math at home. Ask your student to "do the math" that pops up in daily life. For example, determining the length, width, and depth of a garden plot to know how many bags of garden soil to buy.

Fourth Grade Knowledge Cut Scores

The Keys to Being Prepared

Mathematics	***Trimester 1*** ***Aug. 16 to Nov. 3***	***Trimester 2*** ***Nov. 6 to Mar. 2***	***Trimester 3*** ***Mar. 5 to June 6***
Classroom learning assessments	80% or higher	80% or higher	80% or higher
Benchmarks	80% or higher	80% or higher	80% or higher
Math Performance Task Based Scores	Rubric Score 3	Rubric Score 3	Rubric Score 4

California Math Council for Families:
http://cmc-math.org/temp/wp-content/uploads/2013/05/K%E2%80%9312Math@HomeEnglishBW.pdf
Here you will find California Math Council (CMC)'s Math at Home booklets which provide brief, helpful information to parents and guardians including information about the Common Core and helping with math homework.

4 Grade 4 Overview

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.

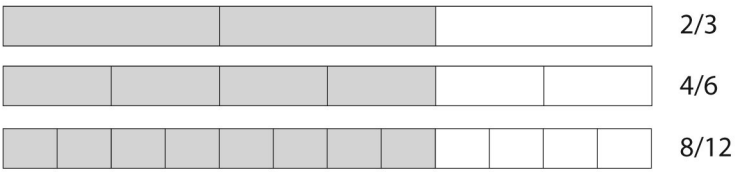
Geometry

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

Grade 4 Overview | Mathematics

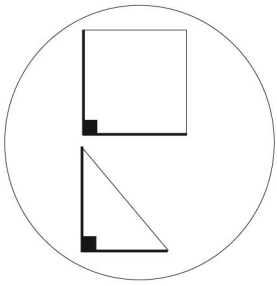
Fourth graders use their knowledge of place value to generalize to 1,000,000 and learn to round multi-digit whole numbers to any place. They fluently add and subtract using the standard algorithm and multiply and divide with multi-digit numbers. Fourth graders extend understanding of fractions to include equivalence, ordering and simple decimal notation. Students measure angles and classify geometric shapes by lines (parallel, perpendicular, etc.) and angles (right, acute, obtuse, etc.).

- Use addition, subtraction, multiplication, and division with whole numbers to solve word problems
- Learn about factors and multiples
    - ◊ Factors of 24: 1, 2, 3, 4, 6, 8, 12
    - ◊ Multiples of 4: 4, 8, 12, 16, 20
- Make and describe patterns with objects and numbers
- Understand and use place value to generalize to 1,000,000
    - ◊ Expanded form: 6783 = 6000 + 700 + 80 + 3
- Compute with multi-digit numbers
- Solve problems involving using multiplication of multi-digit by two-digit numbers
- Divide multi-digit numbers by one-digit divisor
- Round multi-digit numbers to any place
- Build understanding of equivalent fractions and ordering fractions

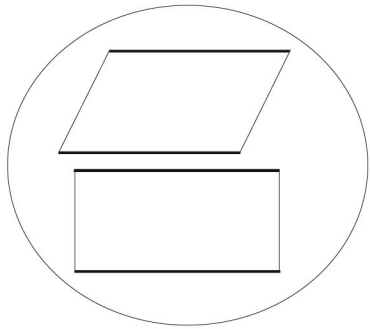


Grade 4 Overview Continued | Mathematics

- Compare two fractions with different numerators and different denominators by making common denominators
- Add and subtract fractions and mixed numbers with like denominators
- Understand the decimal notation for fractions
- Compare decimals
- Solve problems using measurement conversions
- Apply area and perimeter formulas for rectangles
- Organize and explain data using a line plot
- Understand and measure angles
- Draw and identify lines and angles
- Describe and sort shapes by their lines and angles



Right Angles



Parallel Lines

- Recognize lines of symmetry

Mathematics | Standards for Mathematical Practice

The Standards for Mathematical Practice describe behaviors that all students will develop in the Common Core Standards. These practices rest on important "processes and proficiencies" including problem solving, reasoning and proof, communication, representation, and making connections. These practices will allow students to understand and apply mathematics with confidence.

1. Make sense of problems and persevere in solving them.
   - ◊ Find meaning in problems
   - ◊ Analyze, predict and plan solution pathways
   - ◊ Verify answers
   - ◊ Ask themselves the question: "Does this make sense?"
2. Reason abstractly and quantitatively.
   - ◊ Make sense of quantities and their relationships in problems
   - ◊ Create coherent representations of problems
3. Construct viable arguments and critique the reasoning of others.
   - ◊ Understand and use information to construct arguments
   - ◊ Make and explore the truth of conjectures
   - ◊ Justify conclusions and respond to arguments of others
4. Model with mathematics.
   - ◊ Apply mathematics to problems in everyday life
   - ◊ Identify quantities in a practical situation
   - ◊ Interpret results in the context of the situation and reflect on whether the results make sense
5. Use appropriate tools strategically.
   - ◊ Consider the available tools when solving problems
   - ◊ Are familiar with tools appropriate for their grade or course (pencil and paper, concrete models, ruler, protractor, calculator, spreadsheet, computer programs, digital content located on a website, and other technological tools)
6. Be precise.
   - ◊ Communicate precisely to others
   - ◊ Use clear definitions, state the meaning of symbols and are careful about specifying units of measure and labeling axes
   - ◊ Calculate accurately and efficiently
7. Look for and make use of structure.
   - ◊ Discern patterns and structures
   - ◊ Can step back for an overview and shift perspective
   - ◊ See complicated things as single objects or as being composed of several objects
8. Look for and identify ways to create shortcuts when doing problems.
   - ◊ When calculations are repeated, look for general methods, patterns and shortcuts
   - ◊ Be able to evaluate whether an answer makes sense

Operations and Algebraic Thinking

Use the four operations with whole numbers to solve problems.

1. Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 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.
2. 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.[1]

[1] See Glossary, Table 2.

3. 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.

4. 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 a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.

Generate and analyze patterns.

5. 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. *For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.*

Number and Operations in Base Ten

Generalize place value understanding for multi-digit whole numbers.

1. 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. *For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.*
2. 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.
3. 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.

4. Fluently add and subtract multi-digit whole numbers using the standard algorithm.
5. 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.
6. 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.

Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.

Number and Operations Fractions

Extend understanding of fraction equivalence and ordering.

1. 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.
2. 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.

3. Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.
    a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
    b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. *Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.*
    c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
    d. 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.

Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.

Number and Operations Fractions

4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.
    a. Understand a fraction *a*/*b* as a multiple of 1/*b*. *For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).*
    b. Understand a multiple of *a*/*b* as a multiple of 1/*b*, and use this understanding to multiply a fraction by a whole number. *For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.)*
    c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. *For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?*

Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.

Understand decimal notation for fractions, and compare decimal fractions.

5. 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. *For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.*
6. Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.*
7. 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 **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.

1. 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. *For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...*
2. 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.
3. Apply the area and perimeter formulas for rectangles in real world and mathematical problems. *For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.*

Represent and interpret data.

4. 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. *For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.*

Geometric measurement: understand concepts of angle and measure angles.

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

Measurement and Data

a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles.
b. An angle that turns through *n* one-degree angles is said to have an angle measure of *n* degrees

6. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
7. Recognize angle measure as additive. When an angle is decomposed into non-overlapping 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.

1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
2. 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. **(Two dimensional shapes should include special triangles, e.g., equilateral, isosceles, scalene, and special quadrilaterals, e.g., rhombus, square, rectangle, parallelogram, trapezoid.) CA**
3. 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 line-symmetric figures and draw lines of symmetry.

Table 2. Common multiplication and division situations

	Unknown Product	Group Size Unknown ("How many in each group?" Division)	Number of Groups Unknown ("How many groups?" Division)
	3 X 6 = ?	3 X ? = 18 and 18 ÷ 3 = ?	? X 6 = 18 and 18 ÷ 6 = ?
Equal Groups	There are 3 bags with 6 plums in each bag. How many plums are there in all? *Measurement example*. You need 3 lengths of string, each 6 inches long. How much string will you need altogether?	If 18 plums are shared equally into 3 bags, then how many plums will be in each bag? *Measurement example*. You have 18 inches of string, which you will cut into 3 equal pieces. How long will each piece of string be?	If 18 plums are to be packed 6 to a bag, then how many bags are needed? *Measurement example*. You have 18 inches of string, which you will cut into pieces that are 6 inches long. How many pieces of string will you have?
Arrays, Area	There are 3 rows of apples with 6 apples in each row. How many apples are there? *Area example*. What is the area of a 3 cm by 6 cm rectangle?	If 18 apples are arranged into 3 equal rows, how many apples will be in each row? *Area example*. A rectangle has area 18 square centimeters. If one side is 3 cm long, how long is a side next to it?	If 18 apples are arranged into equal rows of 6 apples, how many rows will there be? *Area example*. A rectangle has area 18 square centimeters. If one side is 6 cm long, how long is a side next to it?
Compare	A blue hat costs $6. A red hat costs 3 times as much as the blue hat. How much does the red hat cost? *Measurement example*. A rubber band is 6 cm long. How long will the rubber band be when it is stretched to be 3 times as long?	A red hat costs $18 and that is 3 times as much as a blue hat costs. How much does a blue hat cost? *Measurement example*. A rubber band is stretched to be 18 cm long and that is 3 times as long as it was at first. How long was the rubber band at first?	A red hat costs $18 and a blue hat costs $6. How many times as much does the red hat cost as the blue hat? *Measurement example*. A rubber band was 6 cm long at first. Now it is stretched to be 18 cm long. How many times as long is the rubber band now as it was at first?
General	$a \times b = ?$	$a \times ? = p$ and $p \div a = ?$	$? \times b = p$ and $p \div b = ?$

CCSS Domains

The CCSS are organized by domains. The table lists the domains for grades kindergarten through grade eight. The table identifies which domains are addressed in kindergarten through grade five (an "X" indicates the domain addressed at a grade level). The shaded rows indicate domains to be covered at later grades.

Domains	Kinder-garten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five
Counting and Cardinality	X					
Operations and Algebraic Thinking (OA)	X	X	X	X	X	X
Number and Operations in Base Ten (NBT)	X	X	X	X	X	X
Measurement and Data	X	X	X	X	X	X
Geometry (G)	X	X	X	X	X	X
Number and Operations – Fractions (NF)				X	X	X
Ratios and Proportional Relationships (RP)						
The Number System						
Expressions and Equations (EE)						
Statistics and Probability						
Functions (F)						

Great Kids Milestones Math Videos
http://www.greatschools.org/gk/category/milestones-subjects/math/
Milestones is a free online collection of videos aimed at helping parents and guardians understand grade-level expectations in kindergarten through grade five. On this page, find videos featuring students demonstrating what success looks like in math, grade by grade.

How you can help your child at home with Math.

1. Use everyday objects to allow your child to explore the concept of fractions. For example, use measuring cups so students see how many times you have to refill a 1/4 cup to equal a 1/2 cup or how many 1/3's are in two cups. Have students describe two fractions that are equal using a measuring cup (filling a 1/4 measuring cup twice is the same as filling one 1/2 measuring cup).
2. Have your child write or describe fractions in different ways. For example, what are some different ways to make 3/4? Answers could include 1/4+1/4+1/4 or 3 X 1/4
3. Ask your child create and describe equal fractions. For example, have students take a sheet of paper, fold the paper in half, and then unfold and shade 1/2. Then have students take the same sheet of paper and fold the paper in a half again. Unfold the paper and have students discuss the number of parts that are now shaded. Encourage your child to talk about ways to show that 1/2 = 2/4. (Students may continue this process creating other equal fractions.)
4. Encourage your child to stick with it whenever a problem seems difficult. This will help your child see that **everyone** can learn math.
5. Praise your child when he or she makes an effort and share in the excitement when he or she solves a problem or understands something for the first time.

Parent Toolkit: http://www.parenttoolkit.com


National PTA Fourth Booklet http://www.pta.org


California PTA http://capta.org/

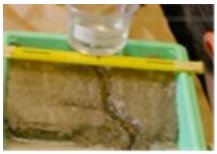
Section 4:Next Generation Science Standards

"Principles for the Development of a Complete Mind: Study the science of art. Study the art of science. Develop your senses—especially learn how to see. Realize that everything connects to everything else."

Leonardo Da Vinci

In the primary grades, students developed some simple models that identified the existence of cause and effect relationships for landscape changes, motion, and vision. What mechanisms drive these cause and effect relationships? Grade four students focus on both tangible processes like the erosion of soil and, for the first time, develop abstract concepts like energy. They also seek to explain some processes that are not directly observable such as internal body systems. Table 4-1 shows a sequence of five phenomenon-based Instructional Segments (IS) in grade four.

Overview of Instructional Segments for Grade Four

	**1** Car Crashes	Students investigate the energy of motion and how it transfers during collisions. They ask questions about the factors that affect energy changes during collisions.
	**2** Renewable Energy	Students investigate different devices that convert energy from one form to another and then design their own device. They obtain information about how we convert natural resources into usable energy and the environmental impacts of doing so.
	**3** Sculpting Landscapes	Students develop models of how sedimentary rocks form and use them to interpret the history of changes in the physical landscape. They perform investigations of the agents that erode and change landscapes.
	**4** Earthquake Engineering	Students explore earthquakes from three different perspectives: They use maps to identify patterns about where earthquakes occur on Earth, they develop models that describe waves and apply them to understanding earthquake shaking, and they design earthquake-resistant structures to withstand that shaking.
	**5** Animal Senses	Students develop a model of how animals see that includes their external body structures, internal body systems, and light, and information processing.

Engineering Connection

Student teams complete a design project that demonstrates some form of renewable energy with low environmental impact. Teachers can either dictate a class-wide energy challenge or allow teams to pursue their own energy projects. The emphasis is on **designing a solution [SEP-6]** that meets certain criteria, including potential environmental impacts (CA EP&Cs II, V) and converts energy from one form to another (4-PS3-4). Students should then test and improve their design, striving to make it a more efficient energy conversion device.

Section 5: History Social Science Standards

"The more you know about the past, the better prepared you are for the future."

Theodore Roosevelt

"Observe good faith and justice toward all nations. Cultivate peace and harmony with all."

George Washington

California: A Changing State

Students learn the story of their home state, unique in American history in terms of its vast and varied geography, its many waves of immigration beginning with pre-Columbian societies, its continuous diversity, economic energy, and rapid growth. In addition to the specific treatment of milestones in California history, students examine the state in the context of the rest of the nation, with an emphasis on the U.S. Constitution and the relationship between state and federal government.

4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.

1. Explain and use the coordinate grid system of latitude and longitude to determine the absolute locations of places in California and on Earth.
2. Distinguish between the North and South Poles; the equator and the prime meridian; the tropics; and the hemispheres, using coordinates to plot locations.
3. Identify the state capital and describe the various regions of California, including how their characteristics and physical environments (e.g., water, landforms, vegetation, climate) affect human activity.
4. Identify the locations of the Pacific Ocean, rivers, valleys, and mountain passes and explain their effects on the growth of towns.
5. Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation.

4.2 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.

1. Discuss the major nations of California Indians, including their geographic distribution, economic activities, legends, and religious beliefs; and describe how they depended on, adapted to, and modified the physical environment by cultivation of land and use of sea resources.
2. Identify the early land and sea routes to, and European settlements in, California with a focus on the exploration of the North Pacific (e.g., by Captain James Cook, Vitus Bering, Juan Cabrillo), noting especially the importance of mountains, deserts, ocean currents, and wind patterns.
3. Describe the Spanish exploration and colonization of California, including the relationships among soldiers, missionaries, and Indians (e.g., Juan Crespi, Junipero Serra, Gaspar de Portola).

4. Describe the mapping of, geographic basis of, and economic factors in the placement and function of the Spanish missions; and understand how the mission system expanded the influence of Spain and Catholicism throughout New Spain and Latin America.
5. Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos.
6. Discuss the role of the Franciscans in changing the economy of California from a huntergatherer economy to an agricultural economy.
7. Describe the effects of the Mexican War for Independence on Alta California, including its effects on the territorial boundaries of North America.
8. Discuss the period of Mexican rule in California and its attributes, including land grants, secularization of the missions, and the rise of the rancho economy.

4.4 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 1850s.

1. Understand the story and lasting influence of the Pony Express, Overland Mail Service, Western Union, and the building of the transcontinental railroad, including the contributions of Chinese workers to its construction.
2. Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns (e.g., Sacramento, San Francisco), and economic conflicts between diverse groups of people.
3. Discuss immigration and migration to California between 1850 and 1900, including the diverse composition of those who came; the countries of origin and their relative locations; and conflicts and accords among the diverse groups (e.g., the 1882 Chinese Exclusion Act).
4. Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles).
5. Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California.
6. Describe the development and locations of new industries since the turn of the century, such as the aerospace industry, electronics industry, large-scale commercial agriculture and irrigation projects, the oil and automobile industries, communications and defense industries, and important trade links with the Pacific Basin.

7. Trace the evolution of California's water system into a network of dams, aqueducts, and reservoirs.
8. Describe the history and development of California's public education system, including universities and community colleges.
9. Analyze the impact of twentieth-century Californians on the nation's artistic and cultural development, including the rise of the entertainment industry (e.g., Louis B. Meyer, Walt Disney, John Steinbeck, Ansel Adams, Dorothea Lange, John Wayne).

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

1. Discuss what the U.S. Constitution is and why it is important (i.e., a written document that defines the structure and purpose of the U.S. government and describes the shared powers of federal, state, and local governments).
2. Understand the purpose of the California Constitution, its key principles, and its relationship to the U.S. Constitution.
3. Describe the similarities (e.g., written documents, rule of law, consent of the governed, three separate branches) and differences (e.g., scope of jurisdiction, limits on government powers, use of the military) among federal, state, and local governments.
4. Explain the structures and functions of state governments, including the roles and responsibilities of their elected officials.
5. Describe the components of California's governance structure (e.g., cities and towns, Indian rancherias and reservations, counties, school districts).

REDDING ELEMENTARY SCHOOL DISTRICT

STANDARDS-BASED REPORT CARD

FOURTH GRADE PARENT GUIDE

Table of Contents

A message from the Redding School District

The Redding Elementary School District will use a new standards-based report card for all elementary school students. This is an exciting step toward making sure all students are successful at meeting grade level standards.

Educators are expected to teach to the standards outlined in the California State Curriculum Frameworks and to assess student learning along the way using a variety of assessments. The standards-based report card gives us a tool to accurately communicate to parents and guardians the progress their child is making on learning the district-identified Essential Standards for each grade level, as outlined within this handbook. These Essential Standards were identified by district teachers as the foundational standards that students need to master in order to be successful in the next grade level. The new report card reports that the student has reached understanding of these standards at the four following levels.

- **Standard Exceeded** – meaning that the student is consistently using the skill or concept but can also use the skill or concept for a higher level problem solving activity.
- **Standard Met** – meaning that the student has met the standards and is consistently demonstrating the skill;
- **Standard Nearly Met** – meaning the student is nearly meeting the standards and inconsistently demonstrates the skill;
- **Standard Not Met** – meaning that the student is not demonstrating a clear understanding of the standards and is not meeting standards. The report card will be issued three times a year and provide information on student progress and proficiency in core subject areas.

The standards-based report card is helpful in several ways. First, it helps make sure there is more consistency of expectations from teacher to teacher. It helps teachers and students focus on the standards from the very beginning of the school year, giving students the essential targets for their learning. Finally, it gives parents information on how their student is doing based on the standards.

This guide is meant to provide information about the report card itself, and a description of the analysis process for determining proficiency. Each grade level report card includes the Essential Standards in Mathematics and Language Arts for that grade level.

I trust that you will find the new standards-based report card a useful tool. Please don't hesitate to contact the student services office at (530) 225-0011 should you have any questions.

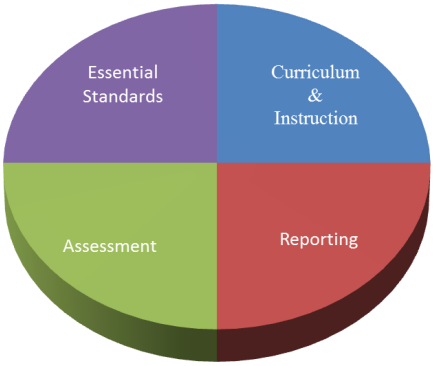
Sincerely,
Cindy Bishop
Director of Educational Services

Components of a Standards-Based System

Here are the four components of our standards-based system.

Standards: are outlined by the California Department of Education. The Redding School District has outlined those Essential Standards that describe what a student should know and be able to do at a given grade level. (see standards as outlined within this booklet)

Curriculum: is then aligned with those essential standards as a roadmap for a teacher to use to ensure that instruction targets these standards.



Assessments: are used to measure learning and the extent to which a student has met or is progressing towards the standards both during the reporting period and at the end.

Reporting tools consist in two varieties. Teachers keep students and parents' informed about progress towards specific learning targets so students can adjust during the reporting period. Second the standards-based report card completes our reporting system so at critical junctures in the academic year students get a more formal picture of progress.

Students with Special Needs and the Standards-Based Report Card

For students with special needs, the Individualized Education Plan (IEP) progress report informs parents about their child's progress toward their IEP goals and is included with every report card. The classroom teacher will mark – M Progressing w/Modified Curriculum in the slot that the IEP report is showing progress for.

Format of the Standards-Based Report Card

The format of the report card is such that there are several areas to help you know how your child is progressing towards grade level proficiency.

- The English Language Arts—Reading section gives you a clear picture of how your child is doing on key learning targets within the standards clusters. There are three sections to consider; Reading Literature, Reading Informational Text, and Speaking and Listening.
- The English Language Arts—Writing section helps you know the progress of your child's understanding of the three purposes of writing that we are monitoring; Narrative (story, poem, fable, novel, play, etc); Informational or Explanatory (explaining a process, detailing components, providing knowledge about a topic,etc.); and Opinion or Argumentative (critique, persuasion, scholarly evidence, etc.)
- The Language Conventions (punctuation and grammar) sections help us to determine how your child is doing in writing procedurally.
- The spelling section looks at how students are learning words through the weekly list process and within their own writing.
- Mathematics offers you a look at how your child is doing on learning targets within the different clusters of standards. They are organized with clusters then standards of learning.
- Social Studies and Science do not have specific content standards at this time. However, several Core literacy standards do apply directly to these subjects. While learning these content standards students are expected to incorporate their reading, writing, listening, and speaking skills to help them be successful in Social Studies and Science.
- Physical Education and Visual & Performing Arts are also measured for understandings within these content areas.
- Technology Success is imperative for today's learner. We are monitoring a few key skills at each grade level to make sure students are getting exposed and learning these skills.
- Successful Learning Behaviors have been found to be one of the key factors to future success in college and career. We are tracking and teaching those that have been shown to be the most important for this future success.

Achievement Grades:
Proficiency measured using these indicators.

Successful learning Behaviors/Effort:
Proficiency measured using these indicators.

LANGUAGE ARTS, MATHEMATICS:
Proficiency levels are reported using these marks

Redding School District
REPORT TO PARENTS - FOURTH GRADE

Student: **School:** _____ **Year:** 2015-2016
Teacher: **Principal:** _____ **Grade:** 4
Stu #: 11/09/2015 - 02/29/2016
BirthDate:

EXPLANATION OF MARKS

Achievement		Effort		Progress Toward Standard	
A	90%-100%	O	Outstanding	4	Standard Exceeded
B	80%-89%	S	Satisfactory	3	Standard Met
C	70%-79%	P	Progressing	2	Standard Nearly Met
D	60%-69%	N	Not Yet	1	Standard Not Met
F	0%-59%			M	Progressing w/Modified Curriculum
NM	No Mark			NT	Not Tested

Parent Information	1st	2nd	3rd
Promotion in Question			
Please Call for a Conference			
Attendance affecting performance			

Support Services	1st	2nd	3rd
Speech			
RSP			
EL			
SDC			

Reporting Period	1	2	3
English Language Arts - Reading Achievement			
Effort			
Reading Literature			
Summarizes, compares, and contrast text with common themes using details and examples.			
Understands the elements of literature (for theme, character, setting, events, and point of view of narrator).			
Reading Informational Text			
Uses information from two texts to write or speak about the subject knowledgably using evidence.			
Determines the main idea of a text and explains how it is supported by key details; summarizes the text.			
Speaking & Listening			
(SL 1) Comprehension & Collaboration			
(SL 2) Presentation of Knowledge & Ideas			

English Language Arts - Writing				
Achievement				
Effort				
Narrative Writing				
Narrate real or imagined experiences using sensory details, a clear sequence, descriptive dialogue, and a conclusion				
Informational Writing				
Writes informative text to examine, introduce & develop a topic w/information & examples, conveys ideas & information clearly, uses linking words, academic language & concluding statement.				
Opinion Writing				
Write an opinion piece on a topic/text that includes an intro provides reasons that are supported by facts & details, linking words, & a conclusion.				
Strengthen writing by planning, revising, and editing.				
Expected Benchmark for all Writing	2	2-3	3-4	
Language Standards				
Attend to grade level writing conventions (grammar, punctuation, capitalization, and sentence structure).				
Spell grade level words correctly in daily written work, consulting reference when needed.				
Acquire and use grade-level appropriate vocabulary				

Reporting Period	1	2	3
Mathematics Achievement			
Effort			
Operations & Algebraic Thinking			
Use the four operations with whole numbers to solve problems			
Demonstrate understanding of factors & multiples for whole numbers 1-100			
Generate and analyze patterns			
Numbers & Operations in Base Ten			
Demonstrates place value understanding for multi-digit whole numbers			
Uses place value understanding & properties of operations to perform multi-digit arithmetic			
Numbers & Operations of Fractions			
Recognizes & generates equivalent fractions using visual models			
Compares & orders fractions using symbols >, =, <			
Build & decompose fractions as a strategy to add & subtract fractions			
Applies & extends previous understandings of multiplication to multiply a fraction by a whole number			
Understand decimal notation for fractions, & compare decimal fractions, by using the number line or another visual model			
Measurement & Data			
Solve problems involving measurement & conversion of measurements from a larger unit to a smaller unit (money, time, volume, perimeter, area)			
Represent & interpret data on a line plot			
Understand concepts of angles & measuring angles			
Geometry			
Draws & Identifies lines & their lines & angles			

Standards for Mathematical
Make sense of problems
Construct viable argume
Use appropriate tools str

MATHEMATICS: Student achievement is reported by clearly stated essential standards for Mathe-

Attendance information is reported in this area, including the number of days tardy and absent. Teacher will indicate whether absenteeism has affected learning on front page.

Successful learning behaviors use Effort marks.

Student:

Reporting Period	1	2	3
Science **Achievement**			
Effort			
Demonstrates an understanding of content and concepts			
Applies process skills & problem-solving to develop & justify explanations.			
Social Studies **Achievement**			
Effort			
Demonstrates an understanding of content and concepts			
Applies critical thinking to extend understanding of content & concepts			
Physical Education/Health **Achievement**			
Effort			
Sportsmanship & participation: demonstrates an understanding of content and concepts			
Visual & Performing Arts			
Demonstrates an understanding of content and concepts			

Successful Learning Behaviors			
Ownership of Learning			
SELF-MOTIVATED: Works independently; uses time wisely; monitors own progress.			
SELF-ADVOCATE: Asks for help when needed; accepts feedback; perseveres through failure			
ACADEMICALLY RESPONSIBLE: Participates thoughtfully; produces quality work.			
HOMEWORK: Completes homework on time.			
Learning Techniques			
RESPECTFUL: Respects others needs and rights; follows school rules and procedures.			
SOCIALLY RESPONSIBLE: Resolves conflicts; takes responsibility for actions; works cooperatively with others.			
SELF DISCIPLINED: Listens without interruption; exibits impulse control and self-regulation.			

Technology			
Use electronic tools to list sources			
Use copyright rules properly within a typed document			
Produce a 1 page document in one sitting			

Rev.6.9.16

ATTENDANCE	1	2	3
Days Enrolled			
Days Absent			
Days Tardy			

TEACHER COMMENTS

1st Trimester:

2nd Trimester:

3rd Trimester:

nature: _____

These sections will contain teacher comments about the individual student.

A Body of Evidence for Reporting: Language Arts, Mathematics, History/Social Studies and Science

The following lists indicate what evidence a teacher will collect in preparation for using the standards-based report card. While it is not required to collect every piece listed below for every student, these pieces of evidence will create a well-rounded picture of your student's progress towards meeting grade-level standards.

Language Arts:

- Screening/Diagnostic/Benchmark:
  - ◊ CBM Curriculum Based Measurements Fluency
  - ◊ Accelerated Reader STAR Assessments
  - ◊ Anecdotal records
  - ◊ end of unit assessments
- Writing samples - prompts

Mathematics:

- Benchmark/Diagnostic:
  - ◊ District Assessments
  - ◊ End of unit assessments
  - ◊ Quick checks
  - ◊ Performance Tasks
  - ◊ Teacher-created essential standards assessments
  - ◊ Performance Tasks

History/Social Studies and Science:

- Student response to teacher made prompts or questions (Responses can be in written form, drawings and diagrams, teacher scripting or recording sheets provided in the curriculum.)
- Work from in-class investigations
- End of unit benchmark assessments

The Reading Success Indicators:

Reading Fluency Rate – Fluency is the ability to read text quickly, accurately, and with proper expression. Expressing language features include appropriate phrasing, intonation, and rhythm. Text fluency progresses in stages after a student is automatically able to recognize letter names, sounds, and words. Scientifically-based research reviews (Chard, Vaughn, & Tyler, 2002; Kuhn & Stahl, 2000; National Institute of Child Health and Human Development, 2000) have established that reading fluency is a *critical component* of learning to read and that an effective reading program needs to include instruction in fluency. We measure fluency to make sure students are reaching suggested baseline marks that are recommended by this research.

Reading Accuracy Rate – Fluent readers decode words accurately and automatically, without (or with minimal) use of their attention towards decoding. Research indicates that students need to be able to read accurately above 90% of the words they run across in order to be able to comprehend well

AR STAR Scaled Score – (1st graders must know 80-90 sight words to take measurement) The most important score that STAR reports is the scaled score. This score is used like a ruler, ranging from 0 to 1400. A student's scaled score is the raw score the student attained based upon the difficulty of questions the student was given and whether or not they answered those questions correctly. The harder the test question, the larger the number on the scale can be achieved. The Redding School District benchmark numbers are set at the 42nd percentile of what is typically normal for students at that grade during that time of the year tested. This correlates fairly well with their projected ability to pass the state test or to be on track to pass.

AR Independent Reading – Reading is a skill and, as with every skill, it requires not just instruction but practice. Practice does not automatically lead to growth, however. To be effective, practice must have certain attributes; it must be at the right level of difficulty, cover a sufficient amount of time, be guided by the instructor, and be enjoyable enough to sustain. We report two scores that should help us determine how practice is going with your child

- **% of Goal Met –** We set personalized goals with students based on the amount of time available in the classroom to read and the student reading level. We can track the amount of practice based on points.
- **% questions correct –** There is a flood of research about the critical role that reading practice plays in building reading skills and preparing them for college. ***But a more critical point*** is about how well they practice. If they do not comprehend what they are reading, then their practice is not serving them at the highest level. We use this data to guide students with book choice and comprehension strategies.

Successful Learning Behaviors:

Research indicates that although specific content for post-secondary success varies by field of study, institution, and certificate or degree program, both college and career share many important elements of readiness. These include skills all students need to be ready for a variety of post-secondary learning environments, such as study skills, time management skills, persistence, and ownership of learning. Additionally, students need to have a range of cognitive strategies to help them tackle complex tasks and apply content knowledge in novel and non-routine ways. The goal is for high school graduates to be both college ready and career ready, enabling them to pursue a range of opportunities.

- **Goal Setting** – Identify short and long term goals that align with aspirations as well as strengths and weaknesses; identify the steps necessary to attain goals; and make timely progress toward goals.
- **Progress Monitoring** – Continually evaluate progress toward goals and the alignment between aspirations, qualifications, and evolving skills and interests.
- **Help Seeking** – Become familiar with personal resources available in the current environment, be aware of progress on current tasks enough to know when help is needed, and appropriately utilize resources to receive the help needed.
- **Perseverance** – Persevere when faced with new, challenging, or unfamiliar tasks; assume responsibility for completing tasks as assigned.
- **Motivation** – Self-motivate to find value in naturally uninteresting tasks, expend the effort necessary to remain engaged and motivated to complete tasks.
- **Accepts Failures –** Be confident in one's ability to complete increasingly challenging and complex academic and career tasks; be able to build on past experiences, failures and triumphs to maximize future successes. Learning and intelligence are malleable and can be changed through increased effort and struggle. Effort is under one's own control and applied more easily when motivation is high. Learning from one's past mistakes is the effort that makes those changes most possible.
- **Time Management** – Apply skills and strategies necessary to prioritize, plan, and sufficiently focus one's attention to get expected tasks completed on time.
- **Collaborative Learning** – Develop the skills and strategies necessary to communicate and work collaboratively with diverse groups to meet specific objectives.

- **Study Skills –** Processes that allow one to have all the necessary information at hand in order to prepare for content being learned. Note taking from texts, lectures, meetings, and task directions. Memorization of key facts, terms or processes. Proficiency with technology tools that can help them learn at the highest level possible.