SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Understanding Your Child's Fourth Grade Report Card

Santa Monica-Malibu Unified School District is now using the Common Core State Standards (CCSS) in English language arts and mathematics. Your child's report card reflects his or her progress toward achieving these rigorous standards, as well as progress in other academic subject areas. Equally important, the report card provides information about your child's development of good work habits and citizenship.

Rather than being graded on each Common Core State Standard (of which there are many), students are given marks on a strand or cluster of standards within a subject area. The marks used for academic subjects are as follows:

- **4 – Masters Standards**: The student demonstrates mastery of a strand or cluster of standards that are expected by the end of the school year. Mastery is a high bar, and generally not achieved until the end of the year.
- **3 – Approaching Mastery:** The student has mastered or nearly mastered some – but not all – of the standards within a strand or cluster. The student is well on the way toward mastery by the end of the year.
- **2 – Making Some Progress Toward Standards**: Since the beginning of the year, the student demonstrates growth toward many of the standards within the strand or cluster. With continued work and support, the student may reach mastery by the end of the year.
- **1 – Making Little Progress Toward Standards**: The student has demonstrated little progress toward mastery since the beginning of the year. Considerable work and support will be needed in order for the student to achieve mastery.

Areas that have been taught during the reporting period are indicated with a $\sqrt{}$. If many of the standards have not been taught during the first reporting period, the student may receive N/A, meaning that that strand or cluster of standards is not assessed at this time.

During the winter reporting period, you will want to see your child "making some progress toward the standards" or, perhaps, "approaching mastery" of the standards. By the end of the year, it is our goal to have students reach mastery of the CCSS. The teacher's comments will help to explain specific standards and areas in which your child demonstrates strengths and areas that need additional focus. As always, if you have questions or concerns about your child's progress, please discuss these with the classroom teacher.

This guide provides some further explanation of the Common Core State Standards in English language arts and mathematics that are included on the report card.

FOURTH GRADE COMMON CORE STATE STANDARDS

ENGLISH LANGUAGE ARTS AND LITERACY

Reading Foundational Skills
Phonics and Word Analysis
Know and apply grade-level phonics and word analysis skills in decoding words.
Fluency
- Read grade level text with purpose and understanding, accuracy and appropriate rate.
- Use context to confirm or self-correct, rereading as necessary.

Reading Literature
Key Ideas and Details
- Refer to details and examples in a text when explaining what the text says and when drawing inferences.
- Determine a theme of a story, drama, or poem from details in the text.
- Summarize the text.
- Describe a character, setting, or event in a story or drama, drawing on specific details in the text.

Craft and Structure
- Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters in mythology.
- Explain major differences between poems, drama, and prose and refer to the structural elements of poems and drama when writing or speaking about the text.
- Compare and contrast the point of view from which different stories are narrated, including first and third person narrations.

Integration of Knowledge and Ideas
- Make connections between a story or drama and a visual or oral presentation.
- Compare and contrast similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.

Range of Reading and Level of Text Complexity
By the end of the year, read and comprehend literature, including stories and poetry in the 4 - 5 grade text complexity range independently and proficiently, with support as needed at the high end of the range.

Reading Informational Text
Key Ideas and Details
- Refer to details and examples in a text when explaining what the text says explicitly, and when drawing inferences.
- Determine the main idea and explain how it is supported by key details.
- Summarize the text.
- Explain events, procedures, ideas or concepts, including what happened and why, based on specific information in the text.

Craft and Structure
- Determine the meaning of academic and subject specific words in a text relevant to grade 4 subject areas.
- Describe the overall structure of events, ideas, concepts, or information in a text.
- Compare and contrast a firsthand and secondhand account of the same event or topic.
- Describe the differences in focus and the information provided.

Integration of Knowledge and Ideas
- Interpret information presented visually, orally, or quantitatively (*charts, graphs, timelines*).
- Explain how the information contributes to an understanding of the text.
- Explain how an author uses evidence to support a particular point.
- Integrate information from two texts on the same topic to write or speak about a subject.

Range of Reading and Level of Text Complexity
By the end of the year, read and comprehend informational texts, including history and science in the grade 4 – 5 range of complexity, independently and proficiently with support as needed at the high end of the range.

Writing
- Write narratives to develop real or imagined experiences using effective technique, descriptive details, and clear event sequences.
- Write informative texts to examine a topic and convey ideas and information clearly.
- Write opinion pieces on familiar topics or texts, supporting a point of view with reasons and information.
- Use linking words and phrases (*because, therefore, since*) to connect opinion and reasons
- Produce clear and coherent writing.
- Provide a concluding statement or paragraph.
- Seek out guidance and support from adults and peers to revise and edit.
- Conduct short research projects that build knowledge of different aspects of a topic.
- Recall relevant information from experiences and research.
- Take notes, paraphrase, and organize evidence into categories.
- Provide a list of sources.

Language
Conventions of Standard English
Demonstrate command of conventions of grammar, capitalization, punctuation, and spelling when speaking and writing:
- Use the progressive tenses (*I am walking; I was walking; I will be walking*).
- Use auxiliaries (*can, may, must*) to convey various conditions.
- Form and use prepositional phrases.
- Produce complete sentences and recognize sentence fragments and run-on sentences.
- Use correct capitalization.
- Use commas and quotation marks to mark speech.
- Spell grade-appropriate words correctly, consulting references as needed.

Vocabulary Acquisition and Usage
- Determine or clarify the meaning of unknown and multiple meaning words using a variety of strategies (*using context clues, understanding of common Greek and Latin root words, and consulting dictionaries or glossaries*).
- Explain the meaning of simple similes and metaphors (*pretty as a picture*).
- Relate words to their opposites (*antonyms*) and to words with similar, but not identical, meanings (*synonyms*).
- Acquire and use grade appropriate vocabulary including words specific to content areas of study (*wildlife, conservation*), general academic vocabulary (*precise, historical, angle*), and words with increased levels of specificity (*whined, stammered*).

Speaking and Listening
Comprehension and Collaboration
Engage effectively in a range of collaborative discussions on grade 4 topics and texts:
- Come to discussions prepared, having read or studied required material
- Draw on that preparation and other information known about the topic to explore ideas under discussion.
- Follow rules for discussions (*taking turns, listening to others, and speaking one at a time*).
- Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others.
- Explain own ideas and understanding in light of the discussion.

Presentation of Knowledge and Ideas

- Report on a topic or text, tell a story, or recount an experience in an organized manner, using facts and relevant, descriptive details.
- Speak clearly at an understandable pace.
- Add audio and visual displays as appropriate.
- Differentiate between contexts that call for formal English and those where informal discussion is appropriate.

MATHEMATICS

Operations and Algebraic Thinking

Use the four operations with whole numbers to solve problems.

- Interpret a multiplication equation as a comparison. (*Think of 35 = 5 x 7 as 35 is 5 times as many as 7 and 7 times as many as 5.*) Represent these comparisons with both words and equations.
- Multiply or divide to solve word problems involving multiplicative comparisons using drawings and equations with a symbol for the unknown number to represent the problem.
- Solve multistep word problems posed with whole numbers and having whole number answers using the four operations, including division problems with remainders. Represent these problems with equations with a letter standing for an unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies.

Gain familiarity with factors and multiples.

- Find all factor pairs for a whole number from 1 – 100.
- Recognize that a whole number is a multiple of each of its factors.
- Determine whether a given whole number from 1 – 100 is a multiple of a given one-digit number.
- Determine whether a given whole number from 1 – 100 is prime or composite.

Generate and analyze patterns.

- Generate a number or shape pattern that follows a given rule.
- Identify features of the pattern that were not given in the rule itself. (*Given the rule "add 3" and the starting number 1, observe that the pattern alternates between even and odd numbers.*)

Numbers and Operations in Base Ten

Generalize place value understanding for multi-digit whole numbers.

- Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.
- Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form (*694 = 600 + 90 + 4*).
- Compare two multi-digit numbers using <, =, and < symbols.
- Use place value understanding to round multi-digit whole numbers to any place.

Use place value and properties of operations to perform multi-digit arithmetic.

- Fluently add and subtract multi-digit whole numbers using the standard algorithm.
- Multiply a whole number of up to four digits by a one-digit whole number.
- Multiply two two-digit numbers, using strategies based on place value and the properties of operations.
- 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.

Equivalent Fractions

Numbers and Operations – Fractions

Extend understanding of fraction equivalence and ordering.

- Explain why one fraction is equivalent to another fraction (*2/3 = 4/6*) using visual fraction models, with attention to how the number and size of the parts differ even
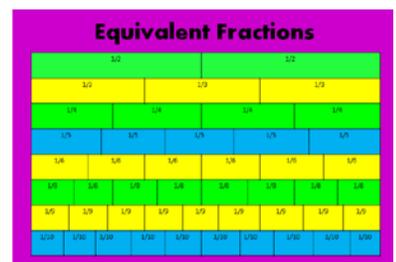
though the two fractions are the same size. Use this principle to recognize and generate equivalent fractions.

- Compare two fractions with different numerators and different denominators by creating common denominators or by comparing to a benchmark fraction such as ½.
- Recognize that comparisons are valid only when the two fractions refer to the same whole.
- Record the results of comparisons using the symbols <, =, and >, and a visual fraction model.

Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

- Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
- Decompose (break down) a fraction into a sum of fractions with the same denominator in more than one way, recording with equations (*3/8 = 1/8 + 1/8 + 1/8; 3/8 = 2/8 + 1/8*).
- Add and subtract mixed numbers with like denominators by replacing each mixed number with an equivalent fraction and/or by using properties of operations and the relationship between addition and subtraction.
- Solve word problems involving addition and subtraction of fractions referring to the same whole and have like denominators using visual fraction models and equations to represent the problem.
- Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

Understand decimal notation for fractions, and compare decimal fractions.

- Express a fraction with denominator 10 as an equivalent fraction with denominator 100 and use this strategy to add two fractions. (*Express 3/10 as 30/100 and add 3/10 + 4/100 = 34/100.)*
- Use decimal notation for fractions with denominators 10 or 100. (*Rewrite 0.62 as 62/100.*)
- Locate tenths and hundredths on a number line diagram.
- 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.

Measurement and Data

Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

- Know relative sizes of measurement units within one system (*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. (*Know that 1 foot is 12 times as long as 1 inch*.)
- Record equivalents in a two-column table.
- Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money including problems involving simple fractions or decimals and problems that require expressing measurements given in a larger unit in terms of a smaller unit.

Represent and interpret data.

- Make a line plot to display a 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. (*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

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

- Understand that an angle is measured in degrees with reference to a circle (*360 degrees).*
- Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
- Solve addition and subtraction problems to find unknown angles on a diagram 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.

- Draw points, lines, line segments, rays, angles and perpendicular and parallel lines. Identify these in two-dimensional figures.
- Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize and identify right triangles.
- Recognize a line of symmetry for a two-dimensional figure as a line across the
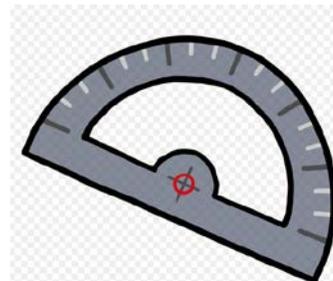
figure such that it can be folded along the line into matching parts. Identify symmetric figures and draw lines of symmetry.

Standards for Mathematical Practice

In addition to specifying specific grade level content and skills in mathematics, the Common Core State Standards identify eight mathematical practices that all students should use as they continue to develop as mathematicians.

1. Make sense of problems and persevere in solving them.
Students in fourth grade know that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. Fourth graders may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, "Does this make sense?" They listen to the strategies of others and will try different approaches. They often will use another method to check their answers.
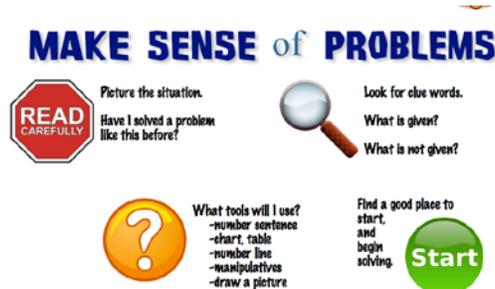
2. Reason abstractly and quantitatively. Fourth graders should recognize that a number represents a specific quantity. They connect the quantity to written symbols and create a logical representation of the problem at hand, considering both the appropriate units involved and the meaning of quantities. They extend this understanding from whole numbers to their work with fractions and decimals. Students write simple expressions, record calculations with numbers, and represent or round numbers using place value concepts.

3. Construct viable arguments and critique the reasoning of others. In fourth grade, students may construct arguments using concrete objects or drawings. They explain their thinking and make connections between models and equations. They refine their mathematical communication skills as they participate in mathematical discussions involving questions like "How did you get that?" and "Why is that true?" They explain their thinking to others and respond to others' thinking.

4. Model with mathematics. Fourth grade students experiment with representing problem situations in multiple ways including numbers, words (mathematical language), making a chart, list or graph, creating equations. Students need opportunities to connect the different representations and explain the connections. They should be able to use all of these representations as needed. Fourth graders should evaluate their results in the context of the situation and reflect on whether the results make sense.

5. Use appropriate tools strategically. Fourth graders consider the available tools (including estimation) when solving a mathematical problem and decide when certain tools might be helpful. For instance, they may use graph paper or a number line to represent and compare decimals and protractors to measure angles. They use other measurement tools to understand the relative size of units within a system and express measurements given in larger units in terms of smaller units.

6. Attend to precision. As fourth graders develop their mathematical communication skills, they try to use clear and precise language in their discussions with others and in their own reasoning. They are careful about specifying units of measure and state the meaning of the symbols they choose. For instance, they use appropriate labels when creating a line plot.

7. Look for and make use of structure. In fourth grade, students look closely to discover a pattern or structure. Students use properties of operations to explain calculations. They relate representations of counting problems such as tree diagrams and arrays to the multiplication principal of counting. They generate number or shape patterns that follow a given rule.

8. Look for and express regularity in repeated reasoning. Students in fourth grade notice repetitive actions in computation to make generalizations. Students use models to explain calculations and understand how algorithms work. They also use models to examine patterns and generate their own algorithms. For example, students use visual fraction models to write equivalent fractions.