



# A Look at...

## Fourth Grade in California Public Schools

Including information about the new  
**Common Core State Standards**



STANDARDS, CURRICULUM FRAMEWORKS AND INSTRUCTIONAL RESOURCES DIVISION  
CURRICULUM, LEARNING AND ACCOUNTABILITY BRANCH

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# Fourth Grade Curriculum Contents



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# Fourth Grade Curriculum



*What will my child learn in fourth grade?*

*I've been teaching first grade, and this year I've been reassigned to fourth grade. What does the fourth grade curriculum look like?*

*I'm the principal of a small private elementary school, and I want to be sure my students are meeting the state's standards. How can I find out what students are expected to learn at each grade?*

*The state just adopted Common Core State Standards for English language arts and mathematics. How will the new standards enhance curriculum in fourth grade?*

This chapter is organized by sections for each subject describing what students should know and be able to do by the end of fourth grade. Each section includes a brief overview of what the student should have learned before entering fourth grade, followed by a narrative description of the fourth grade standards. Each subject concludes with a list of the fourth grade standards for that content area, including the new Common Core State Standards (CCSS) with California additions for English language arts and mathematics.

If you are interested in a more in-depth discussion of each subject, please review the state-adopted curriculum frameworks for kindergarten through grade twelve. These documents are on the CDE Curriculum and Instruction Web page at <http://www.cde.ca.gov/ci/cr/cf/allfwks.asp>.



## Overview

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Students in grade four are in a new stage of reading and learning. Traditionally, grade four marks the transition from learning to read in kindergarten through grade three to reading to learn in grade four and beyond. This stage can be categorized as reading and learning for life, a stage in which students begin to acquire and apply a full and complex range of lifelong language and literacy skills. From grade four on, students must be able to recognize increasingly complex words accurately and automatically in grade level text and materials ranging from classical literature to online information. They must also develop their vocabulary knowledge and skills in more sophisticated ways, including through their own research and reading informational texts in grade four content areas.

**Traditionally, grade four marks the transition from learning to read in kindergarten through grade three to reading to learn in grade four and beyond.**

The implementation of standards-based instruction is a critical element in developing students' literacy and proficiency in English language arts. The standards describe what students are expected to know and be able to do by the end of the school year. California recently adopted new standards in English language arts, the Common Core State Standards (CCSS) with California additions. The four strands of the CCSS reflect an integrated approach to English language arts: reading, writing, speaking and listening, and language. California will implement these new standards gradually over the next several years as curriculum frameworks, instructional materials, and assessments based on the CCSS are adopted.

There are many similarities between the CCSS and the 1997 California English language arts standards, but there are also some notable differences. For instance, in the CCSS, the standards in kindergarten through grade five are divided into strands: Reading, Writing, Speaking and Listening, and Language. In the 1997 California English language arts standards, the standards are organized around domains: Reading, Writing, Listening and Speaking, and Language Conventions. The CCSS often extend or enhance the content of the 1997 California English language arts standards. The CCSS focus more on informational text and analytical skills for reading comprehension than the 1997 California English language arts standards and introduce opinion pieces and informational/explanatory writing and collaborative conversations about grade-level texts and topics.

This section provides an overview of the new CCSS for grade four English language arts. It includes a review of the important English language arts skills and concepts from grade three (prerequisite skills) and guidance to ensure success for English learners. A complete listing of the grade four CCSS for English language arts can be found at the end of this section. A complete listing of the grade four 1997 California English language arts standards is located on the CDE Content Standards Web page at <http://www.cde.ca.gov/be/st/ss/documents/elacontentstnds.pdf>.

## What Fourth Grade Students Should Know

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Instruction in grade three emphasized vocabulary acquisition, comprehension strategies, text analysis, language conventions, and writing. By the end of grade three, instruction in phonics was no longer a focal point of the formal curriculum. Students learned foundational decoding skills and basic features of language and applied their knowledge to reading literature and informational text. Students who mastered the skills and strategies taught in kindergarten through grade three are able to read fluently, effortlessly, and independently.

In grade three, students learned to use context as an independent vocabulary development strategy. They referred to information in the text when asking and answering questions about text they read and applied

analysis strategies to determine the theme or central message of text. They learned about subject and verb agreement and verb tenses and used that knowledge to write and speak in correct, complete sentences. As students learned more English language conventions and acquired new vocabulary, they used this knowledge in their writing assignments and conversations about grade level topics.

## **What Students Learn in Fourth Grade**

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Students in grade four read a wide range of literature in different genres and reflecting different cultures and times. They study the structural elements of poems, prose, and dramas in greater depth than in previous years and learn to summarize text in a concise manner. As they analyze informational text, students consider its overall structure and organization, the differences between firsthand and secondhand accounts, and how the author uses evidence to support points in the text. There is more focus on academic language and domain-specific vocabulary, which supports reading and listening comprehension, writing, and speaking. Students learn and practice a range of independent vocabulary acquisition strategies.

In their writing, students learn to create organizational structures that support their purpose; write longer, detailed informational/explanatory texts with headings, illustrations, definitions, and quotations; and write narratives that orient the reader to the situation and unfold in a natural sequence of events. They learn to use technology to find information, interact and collaborate with others, and produce and publish writing. Students participate in collaborative discussions on grade four topics and texts, paraphrase information presented in diverse media and formats, and deliver formal narrative presentations. They learn conventions of standard English grammar and usage, capitalization, punctuation, and spelling to support their writing and speaking. These conventions include the use of prepositional phrases and progressive verb tenses, recognition and correction of fragments and run-ons, and appropriate use of commas and quotation marks to indicate direct speech.

### **Reading**



The following section is organized according to the three major components of the reading standards: reading standards for literature, reading standards for informational text, and standards for foundational skills.

#### **Reading Standards for Literature**

In grade four, students read and analyze stories, dramas, and poems. As they become more proficient readers, they appreciate the richness and complexity of the materials they read. In both the 1997 California English language arts standards and the CCSS, reading comprehension is based on students' understanding and analysis of the structures and elements of literary works.

Students in grade four deepen their learning about the elements of narratives (e.g., plot, setting, characters, theme) and describe them in more depth than in previous grades. Students explore a character's thoughts and motivations to determine the reasons for that character's actions. They learn the definitions of figurative language (e.g., simile, metaphor) and to recognize its use in literature. Students utilize a compare and contrast strategy to find similarities between stories from different cultures and to comprehend the connection between their themes.

The CCSS introduce additional skills and strategies for analyzing and comprehending literature. For example, one 1997 California English language arts standard calls for students to describe the structural

differences of various forms of imaginative literature (e.g., myths, legends, fairy tales). A comparable standard from the CCSS builds on this analysis skill by asking students to explain the major differences between poems, dramas, and prose and refer to the structural elements of poems (e.g., verse, meter) and dramas (e.g., cast of characters, stage directions) in their speaking and writing.

Under the CCSS, students learn the difference between first- and third-person narrations. They use their understanding of these differences to compare and contrast the point of view from which stories are narrated. Students also learn to make connections between the text of a story or drama and a visual or oral presentation of the same story or drama, identifying where the specific descriptions in the presentation reflect the text.

### **Reading Standards for Informational Text**

In grade four, comprehension and analysis of grade level informational text focus on the structure of informational text and using facts, details, and examples from the text to understand its content. At this new stage of reading to learn, students read more informational text in English language arts and other grade-level subject areas than in earlier grades and are becoming more independent readers. As students read more across the content areas, reading comprehension plays an essential role in their academic success.

**...students read more informational text in English language arts and other grade-level subject areas than in earlier grades and are becoming more independent readers.**

Under both the 1997 California English language arts standards and the CCSS, students talk and write about informational text in terms of its overall structure (e.g., compare and contrast, cause and effect, chronology). They build on their knowledge of comprehension skills and strategies from previous grades such as

identifying the main idea and significant details, reading for different purposes, distinguishing between cause and effect, and comparing information on the same topic in two or more texts.

The 1997 California English language arts standards also call for students to distinguish between fact and opinion in informational (expository) text and to evaluate new information and hypotheses by testing them against known information and ideas. A related CCSS asks students to explain how an author uses reasons and evidence to support particular points in a text.

The CCSS incorporate analysis skills and strategies not found in the 1997 California English language arts standards. For example, students compare and contrast a firsthand and a secondhand account of the same event and describe the differences in focus and the information provided. Students also learn to integrate information from two texts on the same topic in order to write or speak more knowledgeably. They learn to interpret information presented in charts, graphs, diagrams, time lines, animations, and interactive elements on Web pages. They also learn and can explain how this kind of information, which is presented visually, orally, or quantitatively, contributes to their understanding of the text it supports.

### **Foundational Skills**

In grade four, students who are fluent and accurate readers make the transition from learning to read to reading to learn in subject-matter content. Both the 1997 California English language arts standards and the CCSS call for students to be able to decode words fluently and accurately. Students in grade four decode words by using their knowledge of all letter-sound correspondences, syllabication patterns, affixes, and root words.

Fluency expectations continue as students learn to read grade-level narrative, prose, and poetry, and more informational text with accuracy, appropriate pacing, and expression. The CCSS expand on these expectations by also calling for students to read with purpose and understanding and use context to confirm or self-correct word recognition and understanding.

## Writing

Students in grade four utilize all stages of the writing process—pre-writing, drafting, revising, and editing—to produce clear, coherent writing that is appropriate for the purpose and audience. Students develop proficiency in each form of writing through multiple opportunities to practice their writing and with timely feedback from their teacher. They learn about the links between reading different types of text structures and writing using those same structures, drawing on what they have read as examples for how to write.

Both the 1997 California English language arts standards and the CCSS call for students in grade four to write multiple paragraph texts with a central idea, supporting details, and a concluding paragraph. Students learn to use the organizational structure (e.g., cause and effect, chronological order) that best fits the purpose of their composition. They learn and use keyboarding and other basic computer skills to produce and publish at least a page-length of writing in one sitting.

In grade four, students learn to draw evidence from literary or informational texts to support their main idea with facts, details, and explanations. They learn to use multiple sources for information, including online resources. They also learn to quote and paraphrase relevant information and to cite the source of information correctly.

Differences between the 1997 California English language arts standards and the CCSS in grade four are primarily the emphasis on different genres. Under the 1997 California English language arts standards, students write narratives, responses to literature, and information reports in which they frame a central question about an issue or situation. Under the CCSS, students write opinion pieces, informative/explanatory texts, and narratives. They also conduct short research projects that build knowledge through investigation of different aspects of a topic.

The expectations for students' writing are explicitly delineated in the CCSS. For example, students learn to write informational/explanatory texts in which they group related information into paragraphs and use formatting (e.g., headings), illustrations, and multimedia to aid comprehension. They learn how to link ideas within categories of information using words or phrases such as “another,” “because,” and “for example.” They learn and use domain-specific vocabulary to explain or provide information about a topic, as well as how to use precise language in their informational/explanatory writing.

Students practice taking notes, paraphrasing, and categorizing the information they gather from print and digital sources. They also learn how to develop a list of their resources. Through the school year, students write routinely over both extended time frames (several days or weeks with time for research, reflection, revision) and shorter time frames (a single sitting or a day or two). They write for a range of discipline-specific tasks, purposes, and audiences on topics and texts in all grade four subjects.



## Speaking and Listening

Students in grade four listen critically to speakers and media presentations, summarize what they have heard, make narrative presentations, and ask and answer questions with appropriate elaboration. They learn to recognize that the structures used in making oral presentations (e.g., reporting on a topic or text, telling a story) are the same structures found in the literature and informational text they read and in their own writing. In their oral presentations they see how a central idea or theme is supported by facts, descriptive details, or observations in the same manner as a central idea or theme is supported in their writing. Students correctly use the same conventions of standard English when speaking and in their writing.

Both the 1997 California English language arts standards and the CCSS focus on students' listening and comprehension skills and their formal oral presentations skills. Students learn to ask thoughtful questions about the topic or text being discussed and to respond to questions with relevant information. They learn to paraphrase

the major ideas and supporting evidence of a text read aloud to them or in a formal presentation. Students also learn to plan and deliver narrative presentations that relate ideas, observations, or recollections; provide a clear context; and provide insight into why an event or experience is memorable. They learn how to report on a topic or text, tell a story, or recount an experience in an organized manner, using facts and details to support main ideas or themes. Students practice speaking clearly with pacing that supports understanding.

The 1997 California English language arts standards emphasize skills related to the delivery of oral presentations. For example, students learn to use volume, pitch, phrasing, pace, modulation and gestures to enhance meaning. They also learn to emphasize significant points in ways that help the listener to follow and understand the important concepts and practice using clear diction, tempo, volume, and phrasing when reciting brief poems, soliloquies, or dramatic dialogues. Under the 1997 California English language arts standards, students also learn to give precise directions and instructions. They also learn how language usages (e.g., sayings and expressions) reflect regions and cultures.

The CCSS emphasize collaborative conversations during which students engage in discussions on grade four topics and texts with diverse partners and in different groupings (one-on-one, in groups, or teacher-led). Students learn and practice both speaking and listening skills in collaborative conversations. They build on others' ideas and express their own ideas clearly and learn how to explicitly draw on materials they have read or studied to explore the topic or ideas under discussion. Students demonstrate their understanding of the importance of each person's contribution to the group discussion by following agreed-upon rules and carrying out their assigned roles. They learn to make comments that contribute to the conversation and link to the remarks of others and can also identify the key ideas expressed during the discussion and explain their own ideas to others.

The CCSS also call for students to learn how to, as well as when it is appropriate to, use audio recordings and visual displays to enhance the development of the main ideas or themes of a presentation. They learn to paraphrase information presented in diverse media and formats, including visually, quantitatively, and orally. Students also learn to differentiate between situations that call for formal English (e.g., presenting ideas) and those where informal discourse is appropriate (e.g., small group discussion).

## Language

Students are expected to demonstrate a command of the conventions of standard English grammar and usage, spelling, capitalization, punctuation, and spelling appropriate to their grade level in their writing and speech. They demonstrate their knowledge in their writing and speaking. They also learn to write fluidly and legibly in cursive or joined italics.

Students in grade four learn new rules for grammar and usage, capitalization, punctuation, and spelling, though the specific rules they learn vary between the 1997 California English language arts standards and the CCSS. For example, under the 1997 California English language arts standards for grade four, students learn to use simple and compound sentences in writing and speaking. Under the grade four CCSS, students not only learn to produce complete sentences, but also to recognize and correct inappropriate fragments and run-ons.

There are more standards for English language conventions in the CCSS than in the 1997 California English language arts standards, and they cover a broader range of conventions in grammar and usage, capitalization, punctuation, and spelling. Students learn how to use interrogative, relative pronouns (who, whose, whom, which, that), relative adverbs (where, when, why), and progressive verb tenses (e.g., I was walking, I am walking, I will be walking). They learn the conventional patterns for the order of adjectives in sentences (e.g., a small red bag rather than a red small bag). Students learn to use commas and quotation marks to indicate direct speech and quotations from a text. They consult references to help them spell grade-level words correctly.



Students use their knowledge of language conventions when writing, speaking, reading, and listening. They can use punctuation for effect and choose words and phrases to convey ideas precisely. They also learn to recognize frequently confused words (e.g., to, too, two) and to select the correct word when writing. As students learn the conventions of standard English, they also learn when to use formal English and when informal discourse is appropriate.

Understanding academic language and domain-specific vocabulary takes on a new importance in grade four as students are reading to learn. Students read more independently than in previous grades and may be reading in a broader range of subjects. Extensive independent reading is a primary means for increasing students' vocabulary in grade four and beyond. To comprehend grade level literature and informational texts across the content areas, students must have strategies to access the meanings of the words they read and hear.

**Extensive independent reading is a primary means for increasing students' vocabulary in grade four and beyond.**

In the 1997 California English language arts standards, vocabulary development standards are found in the reading strand. In the CCSS, standards for vocabulary acquisition and use are found in the language strand. Both the 1997 California English language arts standards and the CCSS cover a range of strategies for vocabulary acquisition. Students learn and use common Greek and Latin roots as clues to the meaning of complex words (e.g., telegraph, photograph, autograph). They use a thesaurus to determine the meaning of related words and concepts and expand their knowledge of similes and metaphors to understand and explain words and phrases in context (e.g., pretty as a picture). Students also learn to recognize and to explain the meaning of common idioms. They learn to apply their knowledge of antonyms and synonyms to understand words by relating them to their opposites or to words with similar meanings.

The CCSS focus more attention on the use of reference materials. In addition to using a thesaurus to determine the meaning of related words and concepts, students learn to use dictionaries and glossaries, both print and digital, to find the pronunciation of key words and phrases and to identify alternate word choices in all content areas. Students also expand their use of context clues (e.g., definitions, examples, restatements in text) to determine the meaning of words and phrases. They accurately incorporate words and phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered). They also learn and use words that are basic to grade four topic and texts. For example, in a discussion about rocks and minerals, students use words such as igneous, sedimentary, metamorphic, calcite, and feldspar.

## **Extra Support for Struggling Readers**

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By the end of fourth grade, students are expected to be fluent and independent readers, reading with accuracy and fluency that supports their comprehension of literature and informational text. Students who are not proficient in word analysis skills are likely to experience academic difficulties. Early screening and intervention address specific areas of instruction in a timely manner. To ensure their success, students who experience difficulty learning to read (including students who use non-standard English, English learners, and students with disabilities) are provided with additional support to become proficient in grade four reading skills. Instructional support for students should include:

- Flexible groupings for differentiated instruction
- Pre-teaching of key skills, strategies, and concepts
- Intensive explicit instruction in decoding and word-recognition skills which may include materials at the reading level of students

- Pre-teaching and extended correct practice with prefixes and suffixes
- Pre-teaching and extended correct practice with Greek and Latin roots
- Explicit direct instruction in language development to address accurate use of grammatical structures of oral and written standard English
- Vocabulary instruction embedded in context, including academic language
- Building background knowledge
- Reinforcing and extending the regular classroom program

For those students whose reading achievement is two or more years below grade level, placement in an Intensive Intervention Program in Reading/Language Arts should be considered. These stand-alone, intensive, accelerated programs are specifically designed to address the instructional needs of students in grades four through eight whose reading achievement is two or more years below grade level. (For additional information on state-adopted intensive intervention programs, see Chapter 9 of the *Reading/Language Arts Framework for California Public Schools* and the list of adopted instructional materials on the CDE Reading/Language Arts Web page at <http://www.cde.ca.gov/ci/rl/im/rladoptedlist.asp>.)

## **Support for English Learners**

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English language development is a critical component of the language arts program for English learners and occurs simultaneously with direct, explicit, and systematic instruction in reading and writing. Instructional programs for English learners are planned according to the students' assessed level of literacy (reading and writing) in English and their primary language as well as their proficiency in English (listening, speaking, reading, and writing). Students with strong literacy skills in their primary language are at an advantage in that they can concentrate on acquiring and learning English rather than on receiving initial instruction in reading and writing.

The transition from learning to read to reading to learn subject-matter content calls for students to use and understand more sophisticated academic and content-specific vocabulary and language structures. English learners receive intensive vocabulary development and academic language instruction to succeed in language arts and other content areas at their grade level. English learners benefit from instructional strategies such as pre-teaching concepts, vocabulary, and the grammatical features of key vocabulary, as well as having multiple opportunities to use newly acquired vocabulary in their reading, speaking, and writing assignments. They also benefit from explicit writing instruction on how to write cohesive, coherent text by using cohesive devices such as transition phrases (e.g., first, second, next, therefore, in conclusion) and to combine sentences. Students practice and learn to use grammatical structures such as relative clauses (e.g., I like the girl who lives on the corner), conditional statements (e.g., If I were you, I would not do that), and subordinate clauses (e.g., she received good grades because she worked hard). Because English learners are still developing proficiency in English, students benefit from receiving teacher feedback on their writing and grammatical errors, while peer editing and revision requires special planning considerations.

English learners develop oral and written language through formal linguistic instruction that includes learning common phrases, idiomatic expressions, and language patterns with special consideration given to

**English learners benefit from instructional strategies such as pre-teaching concepts, vocabulary, and the grammatical features of key vocabulary...**

phonological, morphological, syntactical, and semantic structures of English. As students learn grammatical rules and functions of relative pronouns, adverbs, and prepositional phrases, they are provided with multiple opportunities to practice them both in speaking and writing and receive corrective teacher feedback (refer to the Transition to Common Core State Standards: Planning ELD Instruction chart that follows for a more extensive list of grammatical conventions).

For those students whose academic achievement is two or more years below grade level, placement in an Intensive Intervention Program for English Learners should be considered. These stand-alone, intensive, accelerated programs are specifically designed for English learners in grades four through eight whose academic achievement is two or more years below grade level. (For additional information on state-adopted intensive intervention programs for English Learners, see Chapter 9 of the *Reading/Language Arts Framework for California Public Schools* and the list of adopted instructional materials on the CDE Reading/Language Arts Web page at <http://www.cde.ca.gov/ci/rl/im/rladoptedlist.asp>.)

Specially designed academic instruction in English (SDAIE) strategies can provide valuable instructional strategies to meet the needs of English learners. For additional resources to support the teaching of English learners, please visit the CDE Specialized Programs Web page <http://www.cde.ca.gov/sp/el/>. The CDE recently published an excellent resource, *Improving Education for English Learners: Research-Based Approaches*, that provides the most comprehensive, up-to-date strategies to serve English learners. This book provides guidelines for teaching ELD and SDAIE strategies, as well as recommended instructional practices. The publication is available at the CDE Press Web page at <http://www.cde.ca.gov/re/pn/rc/>.

English learners need additional time for appropriate instructional support. The CCSS set rigorous expectations for student learning, and ELD instruction must accommodate these enhanced expectations. The following chart illustrates the enhancements in the CCSS in English language arts that may affect ELD instruction. This chart provides teachers with initial guidance in planning effective ELD instruction.

<b>Transition to Common Core State Standards with California Additions Planning ELD Instruction – Fourth Grade</b>	
<b>Reading Standards for Literature</b>	<p>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). <b>(See grade 4 Language standards 4-6 for additional expectations.)</b></p> <p>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.</p> <p>9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
<b>Reading Standards</b>	3. Explain events, procedures, ideas, or concepts in a historical, scientific, or

<p><b>for Informational Text</b></p>	<p>technical text, including what happened and why, based on specific information in the text.</p> <p>6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>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.</p> <p>9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
<p><b>Reading Standards: Foundational Skills</b></p>	<p>4. Read with sufficient accuracy and fluency to support comprehension.</p>
<p><b>Writing Standards</b></p>	<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>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.)</p> <p>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.</p> <p>7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, <b>paraphrase</b>, and categorize</p>

	<p>information, and provide a list of sources.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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.</p>
<p><b>Speaking and Listening Standards</b></p>	<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3. Identify the reasons and evidence a speaker <b>or media source</b> provides to support particular points.</p> <p>5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>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 grade 4 Language standards 1 for specific expectations.)</p>
<p><b>Language Standards</b></p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>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., <i>quizzed</i>, <i>whined</i>, <i>stammered</i>) and that are</p>

	basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).
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## The Standards

The CCSS that follow are the pre-publication version of the standards prepared by the Sacramento County Office of Education (SCOE), updated on October 21, 2010. Content that is unique to California and which was added by California to the multi-state common core standards is in bold typeface. The SCOE document is available online at [http://www.scoe.net/castandards/agenda/2010/ela\\_ccs\\_recommendations.pdf](http://www.scoe.net/castandards/agenda/2010/ela_ccs_recommendations.pdf) (Outside Source). These grade four CCSS for English Language Arts were adopted by the California State Board of Education on August 2, 2010.

A complete listing of the grade four 1997 California English language arts standards is located on CDE Content Standards Web page at <http://www.cde.ca.gov/be/st/ss/documents/elacontentstnds.pdf>.

<b>Common Core State Standards with California Additions English Language Arts – Fourth Grade</b>	
<b>Reading Standards for Literature</b>	
<b>Key Ideas and Details</b>	
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).
<b>Craft and Structure</b>	
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). <b>(See grade 4 Language standards 4-6 for additional expectations.)</b>
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.
<b>Integration of Knowledge and Ideas</b>	

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 topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
<b>Range of Reading and Level of Text Complexity</b>	
10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>Reading Standards for Informational Text</b>	
<b>Key Ideas and Details</b>	
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.
<b>Craft and Structure</b>	
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. <b>(See grade 4 Language standards 4-6 for additional expectations.)</b>
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.
<b>Integration of Knowledge and Ideas</b>	
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 year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**Reading Standards: Foundational Skills**

**Phonics and Word Recognition**

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.
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**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, rereading as necessary.
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**Writing Standards**

**Text Types and 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.
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2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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	<ul style="list-style-type: none"> <li>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.</li> <li>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Provide a concluding statement or section related to the information or explanation presented.</li> </ul>
3.	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> <li>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</li> <li>c. Use a variety of transitional words and phrases to manage the sequence of events.</li> <li>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>e. Provide a conclusion that follows from the narrated experiences or events.</li> </ul>
<b>Production and Distribution of Writing</b>	
4.	Produce clear and coherent writing ( <b>including multiple-paragraph texts</b> ) 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.)
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.
<b>Research to Build and Present Knowledge</b>	

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, <b>paraphrase</b> , and categorize information, and provide a list of sources.
9.	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 4 Reading standards 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].”).</p> <p>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”).</p>
<b>Range of Writing</b>	
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.
<b>Speaking and Listening Standards</b>	
<b>Comprehension and Collaboration</b>	
1.	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p>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.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>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.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>
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 <b>or media source</b> provides to support particular points.

**Presentation of Knowledge and 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.  <b>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.</b>
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 grade 4 Language standards 1 for specific expectations.)

**Language Standards**

**Conventions of Standard English**

1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  <b>a. Write fluidly and legibly in cursive or joined italics.</b>  b. Use <b>interrogative</b> , relative pronouns ( <i>who, whose, whom, which, that</i> ) and relative adverbs ( <i>where, when, why</i> ).  c. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i> ) verb tenses.  d. Use modal auxiliaries (e.g., <i>can, may, must</i> ) to convey various conditions.  e. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i> ).  f. Form and use prepositional phrases.  g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.  h. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i> ).
2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

	<ul style="list-style-type: none"> <li>a. Use correct capitalization.</li> <li>b. Use commas and quotation marks to mark direct speech and quotations from a text.</li> <li>c. Use a comma before a coordinating conjunction in a compound sentence.</li> <li>d. Spell grade-appropriate words correctly, consulting references as needed.</li> </ul>
<b>Knowledge of Language</b>	
3.	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>a. Choose words and phrases to convey ideas precisely.</li> <li>b. Choose punctuation for effect.</li> <li>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).</li> </ul>
<b>Vocabulary Acquisition and Use</b>	
4.	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>).</li> <li>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 <b>and to identify alternate word choices in all content areas</b>.</li> </ul>
5.	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</li> <li>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</li> </ul>
6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and

	<p>phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i>, <i>whined</i>, <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p>
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