

Monrovia Unified School District

REPORT CARD GUIDE FOR FAMILIES- Fourth Grade Information

The following information will assist you in understanding your child's Common Core State Standards-based report card. Multiple pieces of evidence, including classwork, homework, tests, and projects are used to assess how well your student is progressing in meeting the standards for fourth grade. **A student's grade will be determined by his/her progress toward meeting standards and goals set for the end of the school year. Therefore, it will be normal for marks to be lower in the beginning of the year and show improvement as students come to master standards.**

Report card marks are numerical and are described as:

4 -Advanced: Thoroughly demonstrates proficiency; grasps, applies, and extends key concepts and skills

3-Proficient: Demonstrates proficiency; grasps and applies key concepts, processes, and skills with few errors

2-Partial: Beginning to grasp and apply key concepts, processes and skills

1-Minimal: Minimal progress toward understanding the key concepts, processes and skills, struggling even with assistance

N/A or*: Standard not taught or assessed at this time

Below is a list of skills your student is working toward mastering this year in fourth grade. Your student's report card reflects how far he/she has progressed in each area. This form provides a line item description of each area of the report card. Each skill is followed in parenthesis by a reference to its specific Common Core State Standard. For more details regarding Common Core State Standards (CCSS), please see the California Department of Education website under the Students and Parents tab <http://www.cde.ca.gov/re/cc/> or corestandards.org.

LANGUAGE ARTS

Reading Standards for Literature and Informational Text

Key Ideas and Details

Student can...

- explain a story by referring to details and examples in the text. (RL.4.1)
- make conclusions about an author's meaning by thinking about the details and examples in the text (drawing conclusions). (RL.4.1)
- figure out the theme of a piece of fiction by thinking about the details in the text. (RL.4.2)
- summarize a piece of fiction in his/her own words. (RL.4.2)
- use specific details in a story to help describe a character, setting or event in the story. (RL.4.3)
- explain what a piece of nonfiction teaches by referring to details and examples in the text. (RI.4.1)
- figure out the main idea in nonfiction by thinking about the details in the text. (RI.4.2)
- summarize a piece of nonfiction in his/her own words. (RI.4.2)
- explain why and how events, procedures, ideas or concepts in historical, scientific or technical texts happened by using the information presented. (RI.4.3)

KEY TO CCSS ABBREVIATIONS:

English Language Arts Standards
RL= Reading Literature
RI=Reading Informational Text
RF=Reading Foundational Skills
W=Writing
SL=Speaking and Listening
L=Language

Therefore, RL.4.2 refers to:

- Reading Literature
- 4th grade
- standard number 2

Craft and Structure

Student can...

- figure out the meanings of words and phrases an author uses. (RL.4.4)
- understand words that may be derived from characters found in mythology (e.g., Herculean). (RL.4.4)
- write and talk about the differences between poems, plays and fictional stories. (RL.4.5)
- refer to specific elements of poems (verse, rhythm, meter) and plays (characters, settings, descriptions,

- dialogue, stage directions) when writing or talking about a piece of fiction. (RL.4.5)
- compare and contrast different stories by thinking about the different points of view. (RL.4.6)
- tell the difference between first- and third- person narrators. (RL.4.6)
- understand the meanings of words and phrases in fourth grade science and social studies texts. (RI.4.4)
- describe how various forms of nonfiction are structured (e.g., time order, comparison, cause & effect or problem & solution). (RI.4.5)
- compare and contrast a firsthand and secondhand account of the same event or topic. (RI.4.6)

Integration of Knowledge and Ideas

Student can...

- make connections between a written text and a dramatic interpretation of the same text. (RL.4.7)
- compare and contrast similar themes and events in stories, myths and traditional literature from different cultures. (RL.4.9)
- interpret and use information from charts, graphs, diagrams, timelines, animations or other internet presentations to understand nonfiction. (RI.4.7)
- explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8)
- use information from two different texts on the same topic to help write or speak knowledgeably about the topic. (RI.4.9)

Reading Comprehension

Student consistently can...

- read and understand fourth grade fiction (RL.4.10)
- read and understand fourth grade nonfiction (RI.4.10)

Foundational Skills

Word Recognition and Analysis

Student can...

- read and understand root words that also have prefixes or suffixes. (RF.4.3)
- read unfamiliar words that have more than one syllable. (RF.4.3)

Reading Fluency

Student can...

- read with expression. (RF.4.4)
- read accurately. (RF.4.4)
- read texts multiple times to improve understanding. (RF.4.4)

Writing

Text Types and Purposes

Student can write different types of writing, he/she can...

- use his/her point of view with reasons to share his/her opinion. (W.4.1)
- clearly write to inform and to explain his/her ideas. (W.4.2)
- write stories using a clear sequence of events and descriptive details. (W.4.3)

Production and Distribution

Student can improve his/her writing by...

- producing clear, developed and organized multi-paragraph writing. (W.4.4)
- write for different purposes, audiences and topics. (W.4.4)
- plan, revise and edit writing with the help of peers and adults. (W.4.5)
- use technology to create pieces of writing and to interact and share ideas with others. (W.4.6)
- use appropriate keyboarding skills to type one page of writing at a time, in a single sitting. (W.4.6)

Research to build and present knowledge

Student can use research to help his/her writing, student can...

- conduct short research projects to help learn about topics. (W.4.7)
- research and use what he/she has experienced to gather information. (W.4.8)
- take notes to help organize the research in his/her writing. (W.4.8)
- provide a list of sources that he/she used for gathering information. (W.4.8)
- gather evidence from all his/her reading to support his/her writing. (W.4.9)

Writes routinely

Student can...

- write on a regular basis with stamina for different tasks, purposes, and audiences. (W.4.10)

Speaking and Listening

Comprehension and Collaboration

Student can understand and talk about what he/she hears, student can...

- effectively participate in different types of discussions and with different people. (SL.4.1)
- build on others' ideas and express his/her own ideas clearly. (SL.4.1)
- come to discussions prepared to participate because he/she has studied appropriate materials. (SL.4.1)
- use his/her preparation to explore new ideas about a topic during a discussion. (SL.4.1)
- follow agreed-upon rules for discussion and carry out an assigned role. (SL.4.1)
- ask and answer questions to help understand discussions, stay on topic and contribute to others' ideas and remarks. (SL.4.1)
- think about what is discussed and explain any new thinking that he/she has. (SL.4.1)
- paraphrase text read aloud or information presented to him/her. (SL.4.2)
- identify the reasons a speaker gives to support his/her points. (SL.4.3)

Presentation of Knowledge and Ideas

Student can share what he/she knows, student can...

- report on a topic or tell a story with correct and appropriate facts and details to support his/her main idea. (SL.4.4)
- speak clearly and at an understandable pace. (SL.4.4)
- plan and deliver well-organized narrative presentations. (SL.4.4)
- create engaging audio recordings or visual displays to help show main ideas or themes when necessary. (SL.4.5)
- figure out when to use standard formal English and when to use informal English. (SL.4.6)

Language

Conventions of Standard English

Student can use proper English when writing and speaking; student can...

- write fluidly and legibly in cursive. (L.4.1)
- use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why) correctly when speaking or writing. (L.4.1)
- correctly write and use progressive verb tenses (e.g., I was talking, I am talking, I will be talking). (L.4.1)
- use auxiliary words to show different conditions (e.g., can, may, must). (L.4.1)
- correctly order adjectives within sentences according to conventional standard English. (L.4.1)
- correctly write and use prepositional phrases. (L.4.1)
- write complete sentences. (L.4.1)
- recognize inappropriate sentence fragments and run on sentences. (L.4.1)
- correctly use frequently confused words (e.g., to, too, two; their & there). (L.4.1)
- correctly use capitalization in all of his/her writing. (L.4.2)
- use commas and quotation marks appropriately in dialogue. (L.4.2)

- correctly use a comma and conjunction when connecting two simple sentences. (L.4.2)
- use an appropriate reference to help spell fourth grade words. (L.4.2)

Knowledge of Language

In different situations, student uses what he/she knows about language, student can...

- choose interesting words and phrases to help others understand his/her ideas better. L.4.3
- choose various punctuation to help him/her convey different moods L.4.3
- figure out when to use formal speech and when to use informal speech. L.4.3

Vocabulary Development

Student can figure out what words mean and use them in different situations, student can...

- determine the meanings of unknown multiple-meaning words by using context clues. (L.4.4)
- determine the meanings of unknown words by using what he/she knows about common Greek and Latin prefixes, suffixes and roots. (L.4.4)
- use print and computer dictionaries to help find the pronunciations and clarify meanings of new words or phrases. (L.4.4)
- use a thesaurus to locate alternative word choices. (L.4.4)
- understand figurative language, word relationships and small shades of differences in word meanings. (L.4.5)
- explain the meaning of simple similes and metaphors in context. (L.4.5)
- recognize and explain the meaning of common idioms, adages and proverbs. (L.4.5)
- understand words by relating them to their antonyms and synonyms. (L.4.5)
- figure out and use fourth grade words that show specific actions, emotions or states of being. (L.4.6)
- figure out and use fourth grade words that are centered around a specific topic. (L.4.6)

MATHEMATICS

Operations and Algebraic Thinking (OA)

Students use the four operations (+, -, x, ÷) to understand math, he/she can...

- understand that multiplication fact problems can be seen as comparisons of groups (e.g., $24 = 4 \times 6$ can be thought of as 4 groups of 6 or 6 groups of 4). (4.OA.1)
- multiply or divide to solve word problems by using drawings or writing equations and solving for a missing number. (4.OA.2)
- use what he/she knows about addition, subtraction, multiplication and division to solve multi-step word problems involving whole numbers. (4.OA.3)
- represent word problems by using equations with a letter standing for the unknown number. (4.OA.3)
- determine how reasonable his/her answers to word problems are by using estimation, mental math and rounding. (4.OA.3)
- find all factor pairs for a number from 1 to 100. (4.OA.4)
- determine whether a given whole number up to 100 is a prime or composite number. (4.OA.4)
- create a number or shape pattern that follows a given rule. (4.OA.5)
- notice different features of a pattern once it is created by a rule. (4.OA.5)

KEY TO CCSS ABBREVIATIONS:

Math standards are written in the following order:
Grade.Domain.standard

Therefore, 4.MD.1 refers to:

- 4th grade
- Measurement and Data
- Standard number 1

Numbers and Operations in Base Ten (NBT)

Student can use number sense and place value to help in understanding math, student can...

- 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. (4.NBT.1)
- read and write larger whole numbers using numerals, words and in expanded form. (4.NBT.2)
- compare two large numbers using symbols to show the comparison. (4.NBT.2)

- round large whole numbers to any place. (4.NBT.3)
- add and subtract large numbers. (4.NBT.4)
- multiply a whole number up to four digits by a one-digit whole number. (4.NBT.5)
- multiply two two-digit numbers. (4.NBT.5)
- multiply multi-digit numbers by two-digit numbers. (4.NBT.5)
- find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors. (4.NBT.6)

Numbers and Operations- Fractions (NF)

Student can use fractions to help in understanding math, student can...

- explain (and show models for) why multiplying a numerator and a denominator by the same number does not change the value of a fraction. (4.NF.1)
- compare two fractions with different numerators and different denominators by creating common denominators or numerators or by comparing them to a benchmark fraction like one-half. (4.NF.2)
- recognize that comparisons of fractions are valid only when the two fractions refer to the same whole. (4.NF.2)
- compare fractions using symbols and justify the comparison by using models. (4.NF.2)
- understand that improper fractions have a greater numerator than denominator. (4.NF.3)
- understand addition and subtraction of fractions as joining and separating parts referring to the same whole. (4.NF.3)
- decompose a fraction into a sum of fractions with the same denominator. (4.NF.3)
- add and subtract mixed numbers with like denominators. (4.NF.3)
- solve word problems involving addition and subtraction of fractions with like denominators. (4.NF.3)
- multiply a fraction by a whole number. (4.NF.4)
- solve word problems involving multiplication of a fraction by a whole number. (4.NF.4)
- show a fraction with a denominator of 10 as an equivalent fraction with a denominator of 100 in order to add the two fractions. (4.NF.5)
- use decimals to show fractions with denominators of 10 and 100. (4.NF.6)
- compare two decimals to hundredths by reasoning about their size. (4.NF.7)

Measurement and Data (MD)

Using measurement and data, student can...

- show that he/she knows the relative size of measurement units within a single system. (4.MD.1)
- show the measurements of a larger unit in terms of smaller units and record these in a table. (4.MD.1)
- use the four operations (+, -, x, ÷,) to solve word problems involving measurement; including simple fractions and decimals. (4.MD.2)
- use what he/she knows about area and perimeter to solve real world problems involving rectangles. (4.MD.3)
- make a line plot to show measurements involving fractions. (4.MD.4)
- solve problems involving addition and subtraction of fractions by using information presented in line plots. (4.MD.4)
- recognize angles as geometric shapes where two rays share a common endpoint. (4.MD.5)
- understand that angles are measured with reference to a circle, with its center at the common endpoint of the rays. (4.MD.5)
- use a protractor to measure angles in whole-number degrees. (4.MD.6)
- solve addition and subtraction problems involving angles. (4.MD.7)

Geometry (G)

Using geometry to assist in understanding math, student can...

- identify and draw points, lines, line segments, rays, angles and perpendicular & parallel lines. (4.G.1)
- classify two-dimensional shapes based on what is known about their geometrical attributes. (4.G.2)
- recognize and identify right triangles. (4.G.2)
- recognize and draw lines of symmetry. (4.G.3)