

## **LANGUAGE ARTS CONTENT STANDARDS FOR GRADE FOUR**

### **Reading**

#### **1. Word Analysis, Fluency, and Systematic Vocabulary Development**

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

#### **2. Reading Comprehension**

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). In addition to their regular school reading, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).

#### **3. Literary Response and Analysis**

Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters).

### **Writing**

#### **1. Writing Strategies**

Students write clear, coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

#### **2. Writing Applications (Genres and Their Characteristics)**

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

## **Written and Oral English Language Conventions**

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

### **1. Written and Oral English Language Conventions**

Students write and speak with a command of standard English conventions appropriate to this grade level.

## **Listening and Speaking**

### **1. Listening and Speaking Strategies**

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

### **2. Speaking Applications (Genres and Their Characteristics)**

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

# **MATHEMATICS CONTENT STANDARDS FOR GRADE FOUR**

## **Number Sense**

- Standard 1: Students understand place value of whole numbers and decimals to two decimal places, how these relate to simple fractions, and use concepts of negative numbers.
- Standard 2: Students extend their use and understanding of whole numbers to addition and subtraction of simple decimals.
- Standard 3: Students solve problems involving addition, subtraction, multiplication, and division of whole numbers, including the addition and subtraction of negative numbers, and understand the relationship between the operations.
- Standard 4: Students know how to factor small whole numbers.

## **Algebra and Functions**

- Standard 1: Students use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences.
- Standard 2: Students know how to manipulate equations.

## **Measurement and Geometry**

- Standard 1: Students understand perimeter and area.
- Standard 2: Students use two-dimensional coordinate grids to represent points and graph lines and simple figures.
- Standard 3: Students demonstrate understanding of plane and solid geometric objects. They use this knowledge to show relationships and solve problems.

## **Statistics, Data Analysis, and Probability**

- Standard 1: Students organize, represent, and interpret numerical and categorical data and clearly communicate their findings.
- Standard 2: Students make predictions for simple probability situations.

## **Mathematical Reasoning**

Standard 1: Students make decisions about how to approach problems.

Standard 2: Students use strategies, skills, and concepts in finding solutions.

Standard 3: Students move beyond a particular problem by generalizing to other situations.

## **SCIENCE CONTENT STANDARDS FOR GRADE FOUR**

### **Physical Sciences**

1. Electricity and magnetism are related effects that have many useful applications in everyday life.

### **Life Sciences**

2. All organisms need energy and matter to live and grow.
3. Living organisms depend on one another and on their environment for survival.

### **Earth Sciences**

4. The properties of rocks and minerals reflect the processes that formed them.
5. Waves, wind, water, and ice shape and reshape Earth's land surface.

### **Investigation and Experimentation**

6. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations.

## **SOCIAL STUDIES CONTENT STANDARDS FOR GRADE FOUR**

### **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.

1. Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.
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.
3. Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.
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.
5. Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.