Fourth Grade Standards-Based Report Card Guide

English Language Arts	
Foundational Skills	
Descriptor	*Explanation*
Read with accuracy and fluency	Use grade level phonics and word analysis skills to read grade level texts with accuracy and fluency. CC.1.1.4.D, CC.1.1.4.E
Reading Informational Text	
Descriptor	*Explanation*
Determine the main idea(s) and key details to make inferences and/or summarize texts.	Students will determine the main idea and key details, make inferences, and explain the connections among a series of events or concepts within a text. Students will summarize the text. CC.1.2.4.A, CC.1.2.4.C, CC.1.2.4.L
Identify similarities and differences between points of view and/or use text structures and features while reading.	Students will compare and contrast from different points of view and use text features to interpret information. CC.1.2.4.D, CC.1.2.4.E, CC.1.2.4.L
Cite/use evidence from text(s)	Students will interpret information, explain how it contributes to the meaning, explain how an author uses evidence to support particular points, and successfully integrate information from two texts/topics. CC.1.2.4.G, CC.1.2.4.H, CC.1.2.4.I, CC.1.2.4.L
Reading Literature Text	
Descriptor	*Explanation*
Determine the theme, make inferences, and/or use literary elements to summarize texts.	Students will determine the theme, cite textual evidence, make inferences, and describe the literary elements by drawing on specific evidence from the text to summarize. CC.1.3.4.A, CC.1.3.4.C, CC.1.3.4.K

Determine the structural elements of literature texts	Students will determine the difference between poems, dramas, and prose by referring to the structural elements. CC.1.3.4.E
Compare and contrast genres, themes, literary elements, and/or characters' points of view.	Students will compare and contrast an event or topic from two points of view, similar themes, topics, and patterns of events in literature. CC.1.3.4.D, CC.1.3.4.H
Cite and/or use evidence from text (s).	Students will cite relevant details from text to support what the text says and make inferences. Students will draw on and/or interpret various presentations of information within a text or digital source demonstrating the ability to locate an answer. CC.1.3.4.B, CC.1.3.4.G
Vocabulary Acquisition and Use	
Descriptor	*Explanation*
Read, write, and/or use grade appropriate words and phrases, and interpret figurative language.	Simplify and effectively use grade appropriate words and phrases in casual conversations, academic settings, and in specific subjects. Using various strategies and resources, identify or understand the meanings of unfamiliar or ambiguous words based in the context, including figurative language. CC.1.2.4.F, CC.1.2.4.J, CC.1.2.4.K, CC.1.3.4.F, CC.1.3.4.I, CC.1.3.4.J
Writing	
Descriptor	*Explanation*
Write a well-structured informative/explanatory, opinion, or narrative text.	Write a well-structured informative/explanatory, opinion, or narrative text. CC.1.4.4.A, CC.1.4.4.G, CC.1.4.4.M
Demonstrate grade-appropriate conventions	Show understanding of standard English grammar, capitalization, punctuation, spelling. CC.1.4.4.F

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Mathematics	
Operations and Algebraic Thinking	
Descriptor	*Explanation*
Solve problems involving the four operations	Students must now solve multi-step word problems with whole numbers using all four operations. This descriptor allows teachers to show if a student can analyze word problems and select an appropriate method to find a solution. The solutions may be incorrect due to incorrect computation. CC.2.2.4.A.1
Find factors and multiples	Students use what they know about patterns in multiplication to find factor pairs and determine if a number is prime or composite. CC.2.2.4.A.2
Generate and analyze patterns using one rule	Students analyze patterns in a set of numbers to identify the rule and generate the next few examples. CC.2.2.4.A.4
Numbers and Operations	
Descriptor	*Explanation*
Apply place value concepts to show understanding of multi-digit whole numbers	In grade 4, students learn more about place value and multi-digit whole numbers. They are expected to recognize that the digits in one place of a multi-digit whole number are ten times larger than the digit to the right. Students use their understanding of place value to round and compare numbers. Finally, students are expected to read and understand numbers in various forms (standard, word, expanded, unit, etc.) CC.2.1.4.B.1
Perform multi-digit arithmetic	This descriptor addresses a student's ability to accurately add and subtract larger numbers using the standard algorithm. Essentially, can a student find the sum or difference using the standard algorithm? CC.2.1.4.B.2
Show equivalence and order fractions	Students will accurately identify and produce equivalent fractions as well as correctly order fractions. CC.2.1.4.C.1

Build fractions from unit fractions and apply knowledge of operations	Students extend previous understandings about how fractions are built from unit fractions (3/3 = ⅓ + ⅓ + ⅓) to turn mixed numbers into improper fractions. Students also change improper fractions back into mixed numbers using the same thought process. Once students have developed this understanding of decomposing fractions, they are able to add and subtract fractions with common denominators. Students should see a fraction as the numerator times the unit fraction with the same denominator (7/5 = 7 X 1/5). This understanding builds to multiplying a fraction by a whole number with the idea of multiplication as repeated addition. For example, 3 x (2/5) = 2/5 + 2/5 + 2/5 = 6/5 = 6 x (1/5). CC.2.1.4.C.2
Connect and compare decimal notation to fractions	Students continue the work of equivalent fractions by changing fractions with a 10 in the denominator into equivalent fractions that have a 100 in the denominator. Students next learn to write these fractions with denominators of 10 and 100 as decimals. Connections are made to the place value chart and places to the right of the decimal point representing a value less than 1 whole. The final skill for students is comparing decimals to the hundredths using what they have learned to reason about the size of the decimal. CC.2.1.4.C.3
Measurement and Data	
Descriptor	*Explanation*
Solve problems involving measurement and conversions from a larger unit to a smaller unit	In grade 3, students were introduced to various units of measurement and solved one-step problems within the same unit (67 lbs - 23 lbs). Grade 4 students must now convert units of measure within the same system by converting between larger and smaller units (kg to g, feet to inches, etc.). Students may also need to convert measurements before adding or subtracting. CC.2.4.4.A.1
Translate information from one type of data display to another; represent and interpret data in a line plot	Students continue their work with charts and graphs by taking the information presented in one form and constructing another representation of the information in a different chart or graph. Students also use line plots to not only show information but also perform addition and subtraction of fractions. CC.2.4.4.A.2 & CC.2.4.4.A.4
Measure angles and use adjacent angles to solve problems	Grade 4 students are required to understand angles as a geometric shape and focus on the concept of angle measurement. Students use what they learn about angle measurement to draw angles and solve problems involving angle measurements. CC.2.4.4.A.6

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Geometry	
Descriptor	*Explanation*
Draw and classify lines and angles and identify these in 2D figures	Students continue their work with geometric shapes by first understanding lines, line segments, rays, angles, and parallel and perpendicular lines. This information is then used to classify 2-D shapes into categories. CC.2.3.4.A.1
Recognize and draw lines of symmetry	Students will study right angles and lines of symmetry and how that applies to 2-D shapes. CC.2.3.4.A.3