ESSENTIAL STANDARDS (continued)

MATHEMATICS (continued)

- **Measurement and Geometry**

Students use area and perimeter in measurement of rectangles, and know that some rectangles could have the same perimeter but different areas or the same area and different perimeters. The students will also be able to identify parts of a circle, parallel and perpendicular lines, lines of symmetry, congruent shapes, angles, triangles, quadrilaterals, and geometric solids. Students will also be able to use coordinate grids.

- **Statistics, Data Analysis, and Probability**

Students will be able to collect, organize, and interpret data. They will be able to identify mode and medium in a set of data. The will also be able to make predictions and state outcomes in probability of experiments.

- **Mathematical Reasoning**

Students will be able to make decisions about how to approach problems. They will use strategies, skills and concepts in finding solutions to problems. They will move beyond a particular problem by generalizing to other situations.

HISTORY-SOCIAL SCIENCE

- 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.

SCIENCE

- **Physical Sciences**

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

- **Life Sciences**

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

- **Earth Sciences**

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

- **Investigation and Experimentation**

Scientific progress is made by asking meaningful questions and conducting careful investigations. To understand this concept and to address the content of the other three strands, students should develop their own questions and perform investigations.

SUGGESTED HOME LEARNING ACTIVITIES

ENGLISH-LANGUAGE ARTS

1. Read a variety of materials (i.e., fiction, non-fiction, poetry, magazines, newspapers, menus, etc.).
2. Write daily (i.e., letters, journals, stories, directions, essays, etc.).
3. Engage in daily conversation and discussion about the day's events.

MATHEMATICS

1. Assist your child in practicing multiplication and division facts.
2. Practice reading, ordering, and estimating numbers to the highest place value.
3. Practice measuring length, volume, and weight of objects using different measurement tools.

GRADE 4

Parent Guide to Academic Content Standards and Report Card

Dear Parents/Guardians:

Well-communicated standards provide you with the information to have a better understanding of what your child is expected to learn in the core subject areas in this grade level. This guide provides additional information about the essential standards for English-Language Arts, Math, History-Social Science, and Science on the Standards-Aligned Report Card. In an effort to share the most information about your child's performance, an explanation and/or a description for the grades on the report card are also given.

ACHIEVEMENT GRADES FOR CONTENT AREAS

The trimester grades for English-Language Arts: Reading; English-Language Arts: Writing; and Mathematics encompass student progress on all subheadings listed under the main standards. Please note that the trimester grades do not represent a mathematical average of the subheading marks. The grades provide more of an evaluation of the student's overall progress towards the expected end of year grade level standards.

PROGRESS TOWARDS END OF YEAR GRADE LEVEL STANDARDS

The State of California expects students at this grade level to have mastered the identified standards by the end of the school year (exit level standards). Students have the entire school year to master the grade level standards. The numerical marks for each trimester indicate your child's progress towards mastery of these **exit level standards**.

A "3" is considered appropriate progress at the end of the first and second trimesters; however, a "3" at the end of the school year (third trimester) indicates that the standard has not been met, because the student is only approaching grade level in that standard. A student that is receiving a "2" or "1" in the standards is below grade level and requires intervention and assistance. A plan should be developed and discussed with the teacher.

PROGRESS MARKS

5 = Advanced – exceeds grade level standards

The student completes excellent work for this grade level. The student consistently meets and often exceeds the expected end-year standard. With relative ease, the student grasps, applies, and extends key concepts, processes, and skills above the grade level.

4 = Proficient – meets grade level standards

The student completes work with a suitable/appropriate quality befitting this grade level. The student regularly meets the expected end-year standard. S/He regularly grasps and applies key concepts, processes, and skills at the grade level.

3 = Basic – approaching grade level standards

The student completes work which may demonstrate some understanding of the grade level tasks. The student is beginning to, and sometime does, meet the expected end-year standard. S/He is beginning to grasp and apply key concepts, processes, and skills for the grade level but still produces work that is not consistently at the grade level.

2 = Below grade level standards

The student completes work which demonstrates a minimal understanding of the grade level tasks. The student usually does not meet the expected end-year standard.

1 = Far below grade level standards

The student completes work which demonstrates little understanding of the grade level tasks. The student does not meet the expected end-year standard and is working below grade level.

NA = Not Assessed (at this time)

This standard has not yet been addressed during the reporting period and students will not be assessed for this grade level standard at this grading period.

X = Indicates difficulty

An "X" inside a small "floating" box indicates that the student is having difficulty with the listed standard. This could be a reason why the numeric progress mark is low.

INSTRUCTIONAL READING LEVEL

This reading level represents the student's decoding as well as comprehension skill level on a reading scale. The descriptive part of the year ("Beg." for Beginning, "Mid." for Middle, and "End") is written along with the grade level at which the student is reading. The benchmark for a student to be proficient is to be on grade level (reading at the "End" of the student's grade level) at the end of the third trimester. If the student is reading considerably above grade level, the word "Above" will be written.

ESSENTIAL STANDARDS

GRADE 4

ENGLISH-LANGUAGE ARTS

- Reading

Word Analysis, Fluency, and Systematic Vocabulary Development: Students read grade level text fluently. They use word origins, root words, and Greek/Latin word parts to understand meaning of complex words. They use a thesaurus to find related words. Students interpret words and know words with multiple meanings.

Reading Comprehension: Students use patterns to find understanding in informational text. They use appropriate strategies and make predictions for different texts. Students compare new information and ideas to past knowledge. They know the difference between cause/effect and fact/opinion. Students are also able to follow multiple step instructions, such as those in instruction booklets.

Literary Response and Analysis: Students read and respond to a variety of works in children's literature. They describe the structural differences in a variety of literature forms. Students identify story elements, character actions and causes of those actions. They compare tales from different cultures. Students define figurative language such as simile, metaphor, and personification.

- Writing

Writing Strategies: Students write clear organized sentences, paragraphs and essays with a central idea. They use structure to communicate information. Students proofread their writing to improve its coherence. Reference materials are used to aid writing, help locate information, and are cited appropriately when quoted or paraphrased. Students understand how print materials such as magazines, newspapers and other periodicals are organized so they can use them in their writing. Students use legible cursive and keyboarding skills.

Writing Applications: Students use writing strategies to write stories, responses to literature, information reports and summaries.

Written Language Conventions: Students write using appropriate sentence structure for simple and compound sentences applying the proper parts of speech. They use correct punctuation and capitalization. In spelling, students use syllables, suffixes, prefixes and roots to construct words.

- Listening and Speaking

Students ask thoughtful questions, summarize verbally, give directions or instructions and convey any other information. They speak with volume, phrasing, and pace to communicate appropriately. They make narrative and informational presentations, along with reciting poems.

MATHEMATICS

- Number Sense

Students understand place value of whole numbers and decimals to two place values. They understand how whole numbers, fractions, and decimals are related, along with the use of negative numbers. The students add and subtract decimals. Students add, subtract, multiply, divide whole numbers and understand the relationships between the operations. They know how to factor numbers and understand that some numbers don't have factors.

- Algebra and Functions

Students create number sentences using variables, symbols, and mathematical properties. They use parentheses to solve and show order of operations in number sentences and equations.