

**Fullerton School District
Report Card Parent Guide
Fourth Grade**

With the change to the California Common Core State Standards in English language arts and mathematics, the FSD report card in grades K - 6 have been revised to align to the new State Standards.

Please use this document as a reference when reviewing your child’s report card. This parent guide includes “I Can” statements that present the English Language Arts and Mathematics standards in a more user-friendly format.

READING: LITERATURE
“I Can” ...
<p><u>Key Ideas & Details:</u></p> <ul style="list-style-type: none">• explain a story by referring to details and examples in the text.• figure out the theme of a fiction text by thinking about the details in the text. I can summarize a fiction text in my own words.• use specific details in fiction text to help me describe a character, setting or event in the story.
<p><u>Craft & Structure:</u></p> <ul style="list-style-type: none">• figure out the meanings of words and phrases an author uses. I can understand words that have been created from characters found in mythology (e.g., Herculean).• write or talk about the differences between poems, plays and fictional stories. I can refer to specific elements of poems (verse, rhythm, meter) and plays (characters, settings, descriptions, dialogue, stage directions) when I write or talk about a piece of fiction.• compare and contrast different stories by thinking about the points of view from which they are told. I can tell the difference between first- and third- person narrators.
<p><u>Integration of Knowledge & Ideas:</u></p> <ul style="list-style-type: none">• make connections between a written text and a visual or oral presentation of the same text.• compare and contrast how authors from different cultures write about similar themes (e.g., good vs. evil) in stories, myths and traditional literature. I can compare and contrast how authors from different cultures write about patterns of events (e.g., the quest) in stories, myths and traditional literature.

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READING: INFORMATIONAL TEXT

“I Can”...

Key Ideas & Details:

- explain what informational text teaches me by referring to details and examples from the text. I can draw inferences from a piece of nonfiction by referring to details and examples from the text.
- figure out the main idea in nonfiction by thinking about the details in the text. I can use my own words to summarize nonfiction texts I have read.
- read about and explain historical events and tell why they happened using information that was given in the text. I can read about a scientific/ technical procedure, idea or concept and explain what and why it happened using information that was given in the text.

Craft & Structure:

- figure out the meanings of words and phrases in science and social studies texts.
- describe the organization (e.g., time order, comparison, cause & effect or problem & solution) of events, ideas, concepts or information in nonfiction texts.
- compare and contrast the information given in a first hand account (a person who was present) and secondhand account (a person who was not present, but was told) of the same event or topic.

Integration of Knowledge & Ideas:

- figure out, understand and use information from charts, graphs, diagrams, time lines, animations or other internet presentations to help me explain my understanding of a piece of nonfiction.
- explain how an author uses reasons and evidence to support particular points in a nonfiction text.
- use information from two different nonfiction texts on the same topic to help me write or speak with knowledge about the topic.

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READING: FOUNDATIONAL SKILLS

“I Can”...

Phonics & Word Recognition:

- show what I have learned about letters, sounds and words in my reading.
 - read unfamiliar words that have more than one syllable.

Fluency:

- fluently read and understand books at my level well.
 - read and understand fourth grade texts.
 - read fourth grade books and poems aloud accurately, at the right speed and with expression.
 - use what I understand from my reading to help me figure out or correct words I am having trouble with.

WRITING

“I Can”...

Text Types & Purposes:

- write to share my opinion on topics or texts and provide reasons and information to support that opinion.
 - write my opinion in an organized way that introduces my topic clearly, states my opinion, and groups related ideas together.
 - give reasons that are supported by facts and details when writing my opinion.
 - connect my opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
 - write a conclusion (ending) that is related to the opinion I present.
- write to inform/explain topics or ideas to others clearly.
 - write an informative text that introduces my topic and then groups related information together in paragraphs or sections. I can include special formatting (e.g., headings), illustrations and multimedia in my writing to help others understand my topic better.
 - develop a topic using facts, definitions, details, quotations or other information and examples.
 - connect related ideas using words and phrases (e.g., another, for example, also, because).
 - use precise wording and content-specific vocabulary to teach others about a topic.
 - write a conclusion (ending) that is related to the information or explanation I present.
- write stories with good technique, detailed descriptions and a clear sequence.
 - provide an introduction in my stories that creates a situation, introduces a narrator & characters and organizes a plot that unfolds naturally.
 - use different types of transitional words and phrases to help with the sequence of my story.
 - use very specific words and phrases, as well as sensory details, to express experiences and events.
 - write a conclusion (ending) that makes sense with the experiences and events I shared in my story.

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WRITING (cont')

"I Can"...

Production & Distribution of Writing:

- produce clear writing that is organized and appropriate for my purpose, audience and task.
- plan, revise and edit my writing with the help of peers and adults.
- use technology to create and publish my writing. I can use technology to communicate and collaborate with others. I can use appropriate keyboarding skills to type at least one page of my writing in a single sitting.

Research to Build & Present Knowledge:

- conduct short research projects to help me learn about topics through investigation.
- recall what I have learned or find new information from books or technology to help me with my research. I can take notes and paraphrase to help me organize the research in my writing. I can provide a list of sources that I used for gathering information for my writing.
- gather evidence from fiction or informational text to support my investigation, thinking and research.
 - apply all that I have learned in 4th grade reading to literature.
 - apply all that I have learned in 4th grade reading to informational texts.

SPEAKING & LISTENING

"I Can"...

Comprehension & Collaboration:

- effectively participate in different types of discussions and with different people. I can build on others' ideas and express my own ideas clearly.
 - come to discussions prepared to share my ideas because I have read or studied the required material. I can use what I know and what I have read to explore new ideas about a topic during a discussion.
 - follow agreed-upon rules for discussion and carry out my assigned role.
 - ask and answer questions to help me understand discussions, stay on topic and that contribute to others' ideas and remarks.
 - think about what is discussed and explain any new thinking that I have.
- paraphrase text that is read aloud or information that is presented to me.
- identify the reasons or evidence that a speaker or media source gives to support his/her points.

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SPEAKING & LISTENING (cont')

"I Can"...

Presentation of Knowledge & Ideas:

- report on a topic or tell a story with correct and appropriate facts and details to support my main idea. I can speak clearly and at an appropriate pace when I give a report or share a story or experience.
- create engaging audio recordings or visual displays to help me better explain a main idea or theme when necessary.
- figure out when to use formal English and when it is appropriate to use informal English.

LANGUAGE

"I Can"...

Conventions of Standard English:

- show that I know how to use words correctly when I write and speak.
 - use interrogative, relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why) correctly when I write or speak.
 - correctly write and use progressive verb tenses (e.g., I was talking, I am talking, I will be talking).
 - use auxiliary words to show different conditions (e.g., can, may, must).
 - use the common patterns I have learned about adjectives to order them correctly in sentences.
 - correctly write and use prepositional phrases.
 - write complete sentences. I can recognize inappropriate sentence fragments and run on sentences.
 - correctly use commonly confused words (e.g., to, too, two; their & there).
- show that I know how to write sentences correctly.
 - correctly use capitalization in all of my writing.
 - use commas and quotation marks to show direct speech and quotations from a text.
 - correctly use a comma before a conjunction when connecting two simple sentences.
 - use appropriate references to help me spell fourth grade words.

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LANGUAGE (cont')

"I Can" ...

Knowledge of Language:

- write, speak, read and listen by using my knowledge of the English language.
 - choose interesting words and phrases to help others understand my ideas better.
 - choose various punctuation to help me show different moods in writing.
 - figure out when I need to use formal speech and when I can use informal speech.

Vocabulary Acquisition & Use:

- determine the meanings of words by using the strategies I have learned and by thinking about what I have read.
 - use context clues to figure out the meanings of words or phrases.
 - determine the meanings of unknown words by using what I know about common Greek and Latin prefixes, suffixes and roots.
 - use print and computer reference sources to help me find the pronunciations and clarify meanings of new words or phrases and to identify alternate word choices.
- show that I understand figurative language. I can figure out how words are related and how their meanings might be similar.
 - explain the meaning of simple similes and metaphors in context.
 - recognize and explain the meaning of common idioms, adages and proverbs.
 - understand words by relating them to their antonyms and synonyms.
- figure out and use fourth grade words that show specific actions, emotions or states of being. I can figure out and use fourth grade words that are centered around a specific topic.

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MATHEMATICS

“I Can”...

Operations & Algebraic Thinking:

- understand that multiplication equations 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).
- multiply or divide to solve word problems by using drawings or writing equations and solving for a missing number.
- determine how reasonable my answers to word problems are by using estimation, mental math and rounding.
- find all factor pairs for a whole number from 1 to 100. I can recognize a whole number as a multiple of each of its factors. I can determine whether a whole number from 1 to 100 is a multiple of a given one-digit number and whether it is prime or composite.
- create a number or shape pattern that follows a given rule.

Number & Operations in Base Ten:

- 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.
- read and write larger number whole numbers using numerals, words and in expanded form. I can compare two larger numbers by using what I know about the values in each place and symbols to show the comparison.
- round larger whole numbers to any place.
- add and subtract larger numbers.
- multiply a whole number up to four digits by a one-digit whole number. I can multiply two two-digit numbers and can illustrate and explain how to multiply larger numbers by using equations, arrays or models.
- find whole number quotients and remainders with up to four-digit dividends and one-digit divisors. I can illustrate and explain how to divide larger numbers by using equations, arrays or models.

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MATHEMATICS

“I Can”...

Numbers & Operations - Fractions:

- explain (and show models for) why multiplying a numerator and a denominator by the same number does not change the value of a fraction. I can recognize and generate equivalent fractions based on my knowledge of numerators and denominators.
- 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. I can recognize that comparisons of fractions are valid only when the two fractions refer to the same whole. I can compare fractions using the symbols $>$, $=$ and $<$, and justify the comparison by using models.
- understand a fraction a/b , with $a > 1$, as a sum of fractions $1/b$.
 - understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
 - decompose a fraction into a sum of fractions with the same denominator in more than one way and justify my work using models.
 - add and subtract mixed numbers with like denominators.
 - solve word problems involving addition and subtraction of fractions that refer to the same whole and that have like denominators.
- apply my understanding of multiplication to multiply a fraction by a whole number.
 - understand a fraction a/b as a multiple of $1/b$ (e.g., I know that $5/4$ is the product of $5 \times (1/4)$.)
 - understand a multiple of a/b as a multiple of $1/b$ and use that knowledge to multiply a fraction by a whole number (e.g., $n \times (a/b) = (n \times a)/b$).
 - solve word problems involving multiplication of a fraction by a whole number.
- show a fraction with a denominator of 10 as an equivalent fraction with a denominator of 100 in order to add the two fractions.
- use decimals to show fractions with denominators of 10 and 100.
- compare two decimals to hundredths by reasoning about their size and realizing that the comparison is only true if the two decimals refer to the same whole. I can compare decimals using the symbols $>$, $=$ and $<$, and justify the comparison by using models and the number line.

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MATHEMATICS

“I Can”...

Measurement & Data:

- show that I know the relative size of measurement units within one system of units (including km, m, cm; kg, g; lb, oz; l, ml; hr, min, sec). I can show the measurements in a larger unit in terms of smaller units and record these in a table.
- use the four operations (+, -, \times , \div) to solve word problems involving measurement. I can solve measurement problems involving simple fractions and decimals. I can solve problems that ask me to express measurements given in a larger unit in terms of a smaller unit. I can show measurement quantities using diagrams that involve a measurement scale (e.g., a number line).
- use what I know about area and perimeter to solve real world problems involving rectangles.
- make a line plot to show a data set of measurements involving fractions. I can solve problems involving addition and subtraction of fractions by using information shown in line plots.
- recognize angles as geometric shapes where two rays share a common endpoint. I can understand concepts of angle measurement.
 - understand that angles are measured with reference to a 360 degree circle, with its center at the common endpoint of the rays.
 - understand that an angle that turns through n one-degree angles is said to have an angle measurement of n degrees.
- use a protractor to measure and sketch angles in whole-number degrees.
- solve real-world and mathematical addition and subtraction problems to find unknown angles.

Geometry:

- identify and draw points, lines, line segments, rays, angles, and perpendicular and parallel lines.
- classify two-dimensional shapes based on what I know about their geometrical attributes. I can recognize and identify right angles.
- recognize, identify and draw lines of symmetry.