DECONSTRUCTED STANDARDS

DOCUMENTS

GRADE FOUR
Common Core Standards Overview

Nation

National Common Core Standards Mission

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

http://www.corestandards.org/

State of New Hampshire

The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The standards were developed in collaboration with teachers, school administrators, and experts, to provide a clear and consistent framework to prepare our children for college and the workforce.

The NGA Center and CCSSO received initial feedback on the draft standards from national organizations representing, but not limited to, teachers, postsecondary educators (including community colleges), civil rights groups, English language learners, and students with disabilities. Following the initial round of feedback, the draft standards were opened for public comment, receiving nearly 10,000 responses.

The standards are informed by the highest, most effective models from states across the country and countries around the world, and provide teachers and parents with a common understanding of what students are expected to learn. Consistent standards will provide appropriate benchmarks for all students, regardless of where they live.

These standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs. The standards:

- Are aligned with college and work expectations;
- Are clear, understandable and consistent;
- Include rigorous content and application of knowledge through high-order skills;
- Build upon strengths and lessons of current state standards;
- Are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society; and
- Are evidence-based.

http://www.education.nh.gov/spotlight/ccss/index.htm
Curriculum Concept Guides

The Concept Organizers were created to assist teachers in aligning their instruction to the Common Core Standards. These concept organizers are not replacements for teachers’ individual units. They are deconstructions of the Common Core Standards and the content area standards. These concept organizers are a resource from which teachers can select appropriate Knowledge, Understandings, and Dos to develop their own unit(s) of instruction.

The Concept Organizers include:
- All curriculum standards
- Common Core Standards ELA & Mathematics
- Course Competencies
- ELA, for literacy in Science and literacy in History/Social Studies.

**Knowledge:** Refers to information such as vocabulary terms, definitions, and facts that may or may not need explicit instruction, however, are the foundation on which the lesson will be built.

**Understandings:** Refers to the important ideas, principles, and generalizations that allow students to make connections and see patterns and relationships among content. These are the goals of the instruction, outcomes you expect to achieve.

**Dos:** Refers to demonstration of skills. These are the skills that require explicit instruction. By the completion of a lesson/unit, students should have mastered the selected skill(s).
# GRADE FOUR

## COMMON CORE STANDARDS

### READING FOUNDATIONS

**PHONICS AND WORD RECOGNITION**

4. RF.3: Know and apply grade-level phonics and word analysis skills in decoding words.
  - 4. RF.3a: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

4. RF.4: Read with sufficient accuracy and fluency to support comprehension.
  - 4. RF.4a: Read on-level text with purpose and understanding.
  - 4. RF.4b: Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
  - 4. RF.4c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### KNOW

(Factual)

- Know grade-level phonics and word analysis skills in decoding words
- Identify syllabication patterns and root words
- Explain meanings of prefixes and suffixes

### UNDERSTAND

(Conceptual)

- Apply grade-level phonics and word analysis in decoding words
- Synthesize phonics and word analysis skills to decode words

### DO

(Procedural, Application, Extended Thinking)

- Read multisyllabic words in and out of context
- Read words with Latin roots

### Instructional Level Expectations

- Independent Reading Level
- End of Grade (Level)
- Oral Reading Rate (WPM)
### Grade Four

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</table>
| **Reading Information** | 4. RI.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | • Inference  
• Prediction  
• Details and examples  
• Generalizations  
• Background knowledge  
• Explicitly stated information from the text  
• Author’s decisions (e.g., paragraphing, quotations, organization of text, formatting devices, mode of development used, notes to readers) | • Authors include key details in informational texts which can help a reader ask and answer questions.  
• Good readers use examples and details from the text to support their inferences.  
• Good readers use textual evidence connections to their own lives and their background knowledge to make inferences and draw conclusions about what they read.  
• Good readers make meaning using the details and examples in a text. |
| **Key Ideas & Details** | 4. RI.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text. | • Informational text (both literary nonfiction and expository/technical texts)  
• Main idea  
• Key details  
• Characteristics of explanation (e.g., what and why)  
• Difference between main ideas and key details in a text  
• Informational text features and/or structure(s) which help suggest main idea  
• Characteristics of an effective summary for informational text  
• How to summarize | • Determine the main idea of an informational text  
• Recognize how ideas are organized in an informational text  
• Describe or graphically represent the relationship between main idea and details.  
• Explain how the main idea is supported by key details  
• Summarize the main idea in an informational text, including the most important parts of the piece  
• Determine the main idea of a text and explain how it is supported by key details; summarize the text |
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| **4. RI.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.** | • Informational text (both literary nonfiction and expository/technical texts)  
• How to explain (e.g., what and why)  
• Key ideas/concepts, events, steps in informational texts.  
• Specific details that explain key ideas, events, steps  
• Key features of content-specific texts (e.g., science, technical and historical texts) based on text features (e.g., events, steps, procedures)  
• Text structure in informational texts (e.g., time, sequence, cause/effect, steps).  
• Connections and relationships (e.g., one piece of text “explains” another or stands in “contrast” to another or “comes before” another)  
• Transition/linking words that signal explanations (e.g., because, then, as a consequence, in contrast) for informational texts. | • Authors include specific information to explain events, procedures, ideas and concepts in scientific, technical and historical texts and why they occur.  
• Good readers understand the relationships between and among events, ideas/concepts or steps/procedures and use that information to make sense of what they read. | • Identify the events, key ideas/ concepts, steps in informational texts  
• Distinguish between key ideas and explanatory details  
• Identify and describe how informational and technical texts are structured  
• Identify words/phrases that signal explanations  
• Explain how ideas, events, steps are connected  
• Use specific information to explain what and why key events, ideas, procedures, events happened |

**KEY IDEAS & DETAILS**
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**GRADE FOUR**

### CRAFT AND STRUCTURE

#### 4.RI.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area
- Informational text
- Word choice
- Context clues
- Literal/ Denotative meaning
- Connotative meaning
- Figurative language or non-literal meaning (e.g., simile, metaphor, personification, hyperbole/ exaggeration)
- Authors make purposeful language choices to enhance the meaning of informational text(s).
- Good readers actively seek the meaning of unknown words/phrases to deepen their understanding of informational text(s).
- Read and reread other sentences, paragraphs, and non-linguistic images in the text to identify context clues
- Use context clues to help unlock the meaning of unknown words/phrases
- Determine the appropriate definition of words that have more than one meaning
- Differentiate between literal and non-literal meaning
- Identify and interpret figurative language
- Describe how figurative language and other language choices enhance meaning
- Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area

#### 4. RI.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- Informational text (both literary nonfiction and expository/technical texts)
- How to describe
- Text structure/patterns of organization (e.g., chronology, comparison, cause/effect, problem/solution)
- Describe the overall structure of events in an informational text or part of a text
- Describe the overall structure of ideas in an informational text or part of a text
- Describe the overall structure of concepts in an informational text or part of a text
- Describe the overall structure of information in an informational text or part of a text
- Describe the overall text structure of events, ideas, concepts, or information in a text or part of a text
- Good readers use text features to locate relevant information.
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<tr>
<td>READING INFORMATION</td>
<td><strong>4. RI.6</strong>: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</td>
<td>• Informational text (both literary nonfiction and expository/technical texts) • Compare • Contrast • Firsthand account (primary) of an event or topic • Secondhand (secondary) account of an event or topic • Author’s viewpoint/focus/attitude • Author’s roles/purposes (to inform, to persuade, to explain how, to entertain) for writing a text</td>
<td>• An author’s focus/viewpoint affects the choices he/she makes (e.g., style, word choice, content) in shaping a text. • Good readers look at first and secondhand account of the same event or topic to obtain different information. • Good readers recognize that the same event can be interpreted differently when told from different perspectives/viewpoints.</td>
</tr>
<tr>
<td>CRAFT AND STRUCTURE</td>
<td>• Identify the author’s purpose for writing a text • Identify a firsthand account • Identify a secondhand account • Explain how a firsthand and secondhand account are different • Compare and contrast a firsthand and secondhand account of an event or topic</td>
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<td>Grade Four</td>
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<tr>
<td><strong>Reading</strong></td>
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<td><strong>Integration of Knowledge &amp; Ideas</strong></td>
<td>4. RI.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</td>
<td>• Characteristics of interpretation and illustrations to include in an informational text in order to convey meaning.</td>
<td>• Identify the information presented in specific images (e.g., pictures, photographs, charts, graphs, diagrams, time lines, animations, interactive elements on Web pages, audio, video)</td>
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<td>• Graphics/images/illustrations (e.g., pictures, photographs, charts, graphs, diagrams, time lines, animations, interactive elements on Web pages, audio, video)</td>
<td>• Authors choose details and illustrations to include in an informational text in order to convey meaning.</td>
<td>• Integrate information from graphics/images/illustrations with words from the text to make meaning</td>
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<td>• Kinds of contributions (e.g., clarifies, illustrates, exemplifies, opposes, provides background)</td>
<td>• Good readers use the details and illustrations available in an informational text to make meaning of the text(s).</td>
<td>• Interpret information presented visually, orally, or quantitatively with words from the text to make meaning</td>
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<td>• Media formats (e.g., visual, oral, quantitative)</td>
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<td>• Interpret how information presented visually, orally, or quantitatively connects to text (e.g., clarifies, illustrates, exemplifies, opposes, provides background)</td>
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<td>• Explain how the information contributes to an understanding of the text in which it appears.</td>
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<td>4. RI.8: Explain how an author uses reasons and evidence to support particular points in a text.</td>
<td>• Recognize the differences between fact and opinion</td>
<td>• Evaluate how to use evidence to support points</td>
<td>• Establish a purpose for gathering information</td>
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<td>• Define evidence and reason</td>
<td>• Evaluate how to use evidence to support points</td>
<td>• Identify the most important points from two texts for a given purpose</td>
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<td>4. RI.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</td>
<td>• Informational text (both literary nonfiction and expository/technical texts)</td>
<td>• Authors of informational text provide information and key details on topics in different ways.</td>
<td>• Identify the key/supporting details from two texts for a given purpose</td>
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<td>• Compare/contrast</td>
<td>• Good readers make meaning of informational texts by integrating important information presented in two texts in order to present it for a specific purpose.</td>
<td>• Use a method for managing and organizing selected information</td>
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<td>• Important points/main ideas</td>
<td>• How to integrate information in a purposeful way</td>
<td>• Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably</td>
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<td>• Key/supporting details</td>
<td>• Purpose for gathering information</td>
<td>• By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</td>
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<td>• Methods to manage and organize selected information (e.g., graphic organizers, electronic notes)</td>
<td>• How to integrate information in a purposeful way</td>
<td>• Comprehend key ideas and details</td>
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<td>4. RI.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</td>
<td>• Recall/understand key ideas and details</td>
<td>• Comprehend key ideas and details</td>
<td>• By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</td>
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<td>• Identify/understand craft and structure</td>
<td>• Comprehend craft and structure</td>
<td>• Comprehend craft and structure</td>
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<td>• Recognize/understand integration of knowledge</td>
<td>• Comprehend integration of knowledge</td>
<td>• Comprehend integration of knowledge</td>
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<td><strong>Reading Literature</strong></td>
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</table>
| **4. RL.1:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | • Text references  
• Explicit information  
• Inference  
• Prediction  
• Generalizations  
• Background knowledge  
• Literary elements (e.g., character, setting, events)  
• Details and examples  
• Author’s decisions | • Authors include key details in literary texts which can help a reader ask and answer questions.  
• Good readers use examples and details from the text to support their inferences.  
• Good readers use textual evidence, connections to their own lives and their background knowledge to make inferences and draw conclusions about what they read.  
• Good readers make meaning using the details and examples in a text. | • Make, test and revise predictions as they read  
• Use the combination of explicitly stated information, background knowledge, and connections to the text to answer questions they have as they read  
• Refer to details and examples from the text when explaining what the text says  
• Make implied inferences about literary elements and author’s decisions in a text  
• Refer to details and examples from the text when drawing inferences |
| **4. RL.2:** Determine a theme of a story, drama, or poem from details in the text; summarize the text. | • Literary texts  
• How to summarize  
• Central idea(s)  
• Theme  
• Difference between central ideas and details in a story  
• Characteristics of an effective summary for literary texts | • Authors of literary texts include details that help readers determine the theme or central idea(s).  
• Good readers create effective summaries that capture the central idea(s) or theme of the text. | • Determine the central idea(s) of literary text(s)  
• Determine the theme of literary text(s)  
• Identify the difference between central ideas and details in a story  
• Identify the characteristics of an effective summary for literary texts  
• Determine a theme of a story, drama, or poem from details in the text; summarize the text |
| **4. RL.3:** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). | • Literary texts  
• Key ideas  
• Important/supporting key details  
• Story Elements  
• Plot (e.g., events, climax/turning point, resolution,)  
• Conflict (man vs. man, man vs. self, man vs. nature, etc.)  
• Characters and character roles (hero/villain, major/minor, protagonist/antagonist)  
• Setting (e.g., time, place)  
• Drama Elements  
• Scenes  
• Dialogue  
• Stage directions  
• Character traits, actions, feelings, words | • Authors use specific details in a story or drama to describe characters, settings, or events.  
• Good readers use specific details from a literary text to support their thinking about characters, settings or events. | • Identify important, specific details that support key ideas  
• Identify and describe the plot events in a story or drama  
• Describe the setting of a story or drama  
• Describe or graphically represent characters (traits, thoughts, words, feelings and actions)  
• Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text |
### Grade Four

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<td><strong>4. RL.4</strong></td>
<td>Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</td>
<td>Authors’ choices of text structures vary according to genre.</td>
<td>Read and reread other sentences, paragraphs, and non-linguistic images in the text to identify context clues. Use context clues to help unlock the meaning of unknown words/phrases. Determine the appropriate definition of words that have more than one meaning. Differentiate between literal and non-literal meaning. Identify and interpret figurative language and literary devices. Describe how figurative language, literary devices, and other language choices enhance meaning. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.</td>
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<td><strong>4. RL.5</strong></td>
<td>Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</td>
<td>Authors’ choices of text structures vary according to genre. Good readers understand the structure of a text and use this information to make sense of what they read. Good readers understand that the structure of a literary text varies by genre.</td>
<td>Identify genre. Identify text structures. Describe the text structure of prose. Describe the structural elements of poems. Describe the structural elements of drama. Make predictions about text based on text structures. Explain major differences between poems, drama, and prose referring to their structural elements.</td>
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<td>Literary text</td>
<td>How to explain</td>
<td>Structural elements of prose (e.g., sentence, paragraph, chapter)</td>
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<td>Word choice</td>
<td>Various text structures (e.g., sentences, paragraph, chapter, section, stanza, scenes)</td>
<td>Structural elements of prose (e.g., sentence, paragraph, chapter)</td>
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<td>Context clues</td>
<td>Structural elements of poems (e.g., line, stanza, rhyme, verse, rhythm, meter)</td>
<td>Structural elements of prose (e.g., sentence, paragraph, chapter)</td>
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<td>Literal/ Denotative meaning</td>
<td>Structural elements of drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions)</td>
<td>Structural elements of prose (e.g., sentence, paragraph, chapter)</td>
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<td>Connotative meaning</td>
<td>Structural elements of prose (e.g., sentence, paragraph, chapter)</td>
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<td>Mood</td>
<td>Structural elements of prose (e.g., sentence, paragraph, chapter)</td>
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<td>Figurative language or non-literal meaning (e.g., simile, metaphor, personification, hyperbole/ exaggeration, idiom)</td>
<td>Structural elements of prose (e.g., sentence, paragraph, chapter)</td>
<td>Structural elements of prose (e.g., sentence, paragraph, chapter)</td>
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<td>Words/phrases that reference well-known characters or stories (e.g., from well-known mythology, fairy tales, fables, legends)</td>
<td>Structural elements of prose (e.g., sentence, paragraph, chapter)</td>
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<td>Literary devices (e.g., alliteration, repetition, rhythm, rhyme, dialogue)</td>
<td>Structural elements of prose (e.g., sentence, paragraph, chapter)</td>
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- **Craft and Structure**
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<td>CRAFT AND STRUCTURE</td>
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</table>
| **4. RL.6:** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. | • Literary text(s)  
• Compare  
• Contrast  
• Point of View (first-person, third-person)  
• Author’s view point  
• Narrator/Narration  
• Speaker  
• Audience  
• Differences between first-person and third-person narrations  
• Author’s purpose (e.g., to inform, to persuade, to entertain, to describe, to explain how) for writing a text | • An author’s purpose for writing a piece of text affects the choices he/she makes in constructing the text including the point of view selected.  
• Good readers recognize that there are some similarities and differences between first and third person point of view. | • Identify the author’s purpose for writing a text  
• Identify the point of view of a text  
• Describe how point of view affects a literary text  
• Differentiate between first-person and third-person narration  
• Identify the strengths and weaknesses of using first-person and third-person point of view.  
• Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations |
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</table>
| **4. RL.7**: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. | • How to make connections  
• Compare  
• Contrast  
• Illustrations (e.g., pictures, photos, drawings)  
• Narrative elements (e.g., character, setting, plot/events, mood)  
• Versions of text (e.g., written, visual, oral, print, digital)  
• Genre (e.g., story, drama)  
• Visual tools (e.g., lighting, props)  
• Oral tools (e.g., sound effects, music, voice) | • Authors/directors make choices which can result in multiple interpretations of the same text.  
• Good readers make connections between the written and visual or oral presentations of a literary text to enhance their understanding. | • Recognize the unique tools used in visual and oral versions of a text  
• Compare and contrast the written version of text to the visual or oral presentation of the same text  
• Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. |
| **4. RL.9**: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. | • Compare/Contrast  
• Theme(s)  
• Topic(s)  
• Culture(s)  
• Characteristics of various genres (e.g., multicultural literature, stories, and myths)  
• Author’s choices (e.g., audience, word choice, text structure, mood)  
• Author’s intention/purpose (e.g., to reveal a conflict, to draw attention to an issue or event, to predict the future, to understand the past)  
• Author’s perspective/view point  
• Text-to-text, text-to-world connections  
• Pattern of events (e.g., the quest, problem/solution, cause/effect, explanation of a natural phenomenon) | • Authors’ approaches to themes and topics are influenced by their perspectives and their intentions.  
• Good readers compare and contrast various texts to deepen their understanding of themes and topics. | • Identify the characteristics of various genres  
• Identify the theme of a text  
• Distinguish between a topic and theme  
• Identify and explain author’s intention/purpose  
• Identify and explain author’s perspective/view point  
• Identify, cite, and explain textual evidence (examples of author’s choices) which reveal the author’s intentions/purposes  
• Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures |
| **4.RL.10**: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. | • Identify/understand key ideas and details  
• Identify/understand craft and structure | • Comprehend key ideas and details  
• Comprehend craft and structure | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
<table>
<thead>
<tr>
<th>COMMON CORE STANDARDS</th>
<th>KNOW</th>
<th>UNDERSTAND</th>
<th>DO</th>
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<tbody>
<tr>
<td>SPEAKING &amp; LISTENING</td>
<td>(Factual)</td>
<td>(Conceptual)</td>
<td>(Procedural, Application, Extended Thinking)</td>
</tr>
<tr>
<td>4. SL.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</td>
<td>Identify key ideas from reading material</td>
<td>Relate information read to discussion topics</td>
<td>Engage in discussions by sharing knowledge</td>
</tr>
<tr>
<td>• 4. SL.1a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</td>
<td>Identify ways to listen effectively</td>
<td>Evaluate implementation of discussion rules and roles</td>
<td>Listen actively to discussions and presentations</td>
</tr>
<tr>
<td>• 4. SL.1b. Follow agreed-upon rules for discussions and carry out assigned roles.</td>
<td>Describe discussion rules and roles</td>
<td>Formulate questions and responses based on discussion</td>
<td>Follow agreed-upon rules during discussion</td>
</tr>
<tr>
<td>• 4. SL.1c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</td>
<td>Know how to answer questions and provide feedback</td>
<td>Explain the topic using personal ideas, opinions, and reasoning</td>
<td>Carry out assigned roles during discussions</td>
</tr>
<tr>
<td>• 4. SL.1d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</td>
<td>Identify key ideas presented during discussion</td>
<td>Think critically about ideas posed</td>
<td>Pose and respond to specific questions to clarify understanding</td>
</tr>
<tr>
<td>4. SL.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</td>
<td>Paraphrase textual information presented orally from a variety of media formats</td>
<td>Justify responses with evidence to support reasoning</td>
<td>Connect comments to other’s remarks</td>
</tr>
<tr>
<td>4. SL.3: Identify the reasons and evidence a speaker provides to support particular points.</td>
<td>Identify speaker’s points</td>
<td>Explain the topic using personal ideas, opinions, and reasoning</td>
<td>Express ideas clearly</td>
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<td>Identify the reasons and evidence a speaker provides to support particular points.</td>
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<tr>
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<tr>
<td><strong>SPEAKING &amp; LISTENING</strong></td>
<td>(Factual)</td>
<td>(Conceptual)</td>
<td>(Procedural, Application, Extended Thinking)</td>
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<tr>
<td><strong>PRESENTATION OF KNOWLEDGE</strong></td>
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<tr>
<td>4.SL.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</td>
<td>• Identify a topic, text, facts, and descriptive details&lt;br&gt;• Identify and recall an experience&lt;br&gt;• Identify clearly pronounced and enunciated words&lt;br&gt;• Identify an understandable pace</td>
<td>• Use a logical sequence of events to tell a story, report on a topic or text, or recount an experience</td>
<td>• Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.&lt;br&gt;• Speak clearly and understandably while reporting on a topic or telling a story&lt;br&gt;• Speak clearly and understandably in an organized manner while recounting an experience&lt;br&gt;• Speak clearly and understandably using appropriate facts&lt;br&gt;• Speak clearly and understandably using relevant, descriptive details</td>
</tr>
<tr>
<td>4. SL.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</td>
<td>• Identify main idea&lt;br&gt;• Identify theme</td>
<td>• Determine when to enhance main idea or theme in audio</td>
<td>• Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</td>
</tr>
<tr>
<td>4. SL.6: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</td>
<td>• Identify audience, task, or situation&lt;br&gt;• Identify characteristics of formal and informal speaking</td>
<td>• Distinguish between formal and informal speech&lt;br&gt;• Analyze situation to determine appropriate speech use</td>
<td>• Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.&lt;br&gt;• Speak using formal English when appropriate</td>
</tr>
<tr>
<td><strong>CONVENTIONS OF STANDARD ENGLISH</strong></td>
<td><strong>LITERACY</strong></td>
<td><strong>KNOW</strong></td>
<td><strong>UNDERSTAND</strong></td>
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<tr>
<td><strong>4. L.1:</strong> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td><strong>(Factual)</strong></td>
<td><strong>(Conceptual)</strong></td>
<td>(Procedural, Application, Extended Thinking)</td>
</tr>
<tr>
<td>• 4. L.1a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</td>
<td>• Identify relative pronouns and adverbs</td>
<td>• Demonstrate command of standard English grammar and usage when writing</td>
<td>• Demonstrate command of standard English grammar and usage when speaking</td>
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<tr>
<td>• 4. L.1b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</td>
<td>• Recognize progressive verb tenses and modal auxiliaries/helping verbs</td>
<td>• Use modal auxiliaries to convey various conditions</td>
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<tr>
<td>• 4. L.1c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</td>
<td>• Identify prepositional phrases</td>
<td>• Order adjectives according to conventional patterns</td>
<td>• Correct inappropriate fragments</td>
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<tr>
<td>• 4. L.1d. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</td>
<td>• Recognize fragments and run-ons</td>
<td>• Correct inappropriate fragments or run-ons in sentences</td>
<td>• Correct inappropriate fragments</td>
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<tr>
<td>• 4. L.1e. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</td>
<td>• Identify frequently confused words/homophones</td>
<td>• Consult references as needed</td>
<td>• Consult references as needed</td>
</tr>
<tr>
<td>• 4. L.1f. Form and use prepositional phrases.</td>
<td>• Form and use prepositional phrases.</td>
<td>• Recall and apply spelling rules</td>
<td>• Recall and apply spelling rules</td>
</tr>
<tr>
<td>• 4. L.1g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</td>
<td>• Apply correct capitalization, punctuation, and spelling in writing</td>
<td>• Identify and correct misspelled words</td>
<td>• Identify and correct misspelled words</td>
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<tr>
<td>• 4. L.1h. Correctly use frequently confused words (e.g., to, too, two; there, their).*</td>
<td>• Use commas and quotation marks in dialogue</td>
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<td>COMMON CORE STANDARDS</td>
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<tr>
<td><strong>LANGUAGE</strong></td>
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<td><strong>KNOWLEDGE OF LANGUAGE</strong></td>
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<td><strong>4. L.3:</strong> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
<td>• Recognize language conventions for writing, speaking, reading, and listening</td>
<td>• Apply language knowledge when writing, reading, or listening</td>
<td>• Use knowledge of language when speaking</td>
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<td>• Recognize types of punctuation</td>
<td>• Apply knowledge of language conventions when writing, reading, or listening</td>
<td>• Use knowledge of language conventions when speaking</td>
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<td>• Recognize fundamentals of formal and informal English</td>
<td>• Choose words and phrases precisely</td>
<td>• Use words and phrases precisely when speaking</td>
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<tr>
<td><strong>VOCABULARY ACQUISITION &amp; USE</strong></td>
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<tr>
<td><strong>4. L.4:</strong> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</td>
<td>• Identify and define Greek and Latin affixes and roots</td>
<td>• Determine the meaning of words by examining a text</td>
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<td>• Identify common context clues</td>
<td>• Determine the meaning of words using Greek and Latin affixes and roots</td>
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<td>• Use common reference materials</td>
<td>• Choose from a range of vocabulary strategies to determine a word’s meaning</td>
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<td>• Use a pronunciation guide</td>
<td>• Use reference materials to find pronunciation</td>
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<td>• Use reference materials to determine the meaning of key words</td>
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</table>

- **KNOW** (Factual)
- **UNDERSTAND** (Conceptual)
- **DO** (Procedural, Application, Extended Thinking)
## Grade Four

### Literacy

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</table>

#### 4. L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 4. L.5a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- 4. L.5b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- 4. L.5c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

- Define simple similes and metaphors, common idioms, adages, and proverbs.
- Recognize simple similes, metaphors, idioms, adages, and proverbs in context.
- Identify synonyms and antonyms.

- Explain simple similes and metaphors in context.
- Explain common idioms, adages, and proverbs.
- Distinguish between synonyms and antonyms.
- Distinguish between similes and metaphors.

#### 4. L.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions or state of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

- Acquire grade appropriate general academic and domain-specific words.
- Know words that signal precise actions, emotions, and states of being.
- Know words that are basic to a particular topic.

- Use grade appropriate general academic and domain-specific words.
- Use words that signal precise actions, emotions, and states of being.
- Use words that are basic to a particular topic.

- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions or state of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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<tr>
<th>TEXT TYPES &amp; PURPOSES</th>
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<th>UNDERSTAND (Conceptual)</th>
<th>DO (Procedural, Application, Extended Thinking)</th>
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<tbody>
<tr>
<td><strong>4. W.1a.</strong> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</td>
<td>• Persuasion and argument&lt;br&gt;• Difference between relevant and irrelevant reasons/facts/support/examples&lt;br&gt;• Opinion/position&lt;br&gt;• Reason(s) (e.g., claims, support)&lt;br&gt;• Evidence (e.g., examples, statistics, data)&lt;br&gt;• Logical argument&lt;br&gt;• Primary sources&lt;br&gt;• Secondary sources (e.g., UDLib/Search)&lt;br&gt;• Effective introduction (e.g., one that takes a clear position, clarifies the issue, provides necessary background)&lt;br&gt;• Logical order of supporting reasons (e.g., weakest to strongest argument, strongest to weakest argument)&lt;br&gt;• Awareness of audience Organizational patterns&lt;br&gt;• Strategies for dealing with opposing point of view&lt;br&gt;• How to avoid unsupported reasons&lt;br&gt;• Linking/transitions words, phrases, clauses (e.g., for instance, in order to, in addition)&lt;br&gt;• How to use linking/transition words (e.g., on the other hand) to show relationship</td>
<td>• Effective conclusion (e.g., one that begins to move beyond summary, call to action, next step)&lt;br&gt;• Good authors use model/examples texts to guide them as they compose their own persuasive pieces.</td>
<td>• Identify an issue in a topic or text&lt;br&gt;• Distinguish the pros and cons&lt;br&gt;• Select an opinion/position&lt;br&gt;• Develop opinion/position/claim(s)&lt;br&gt;• Use primary and secondary sources to locate, sort, and select reasons based on facts, examples, and/or evidence for both sides acknowledging the opposing point of view differentiating between relevant and irrelevant reasons/evidence including an appropriate variety of reasons/evidence addressing the needs of the audience, prioritizing the reasons/evidence&lt;br&gt;• Select an appropriate writing format&lt;br&gt;• Write opinion/position pieces on topics or texts, supporting a point of view with reasons and information by: introducing a topic or text stating an opinion creating an organizational structure in which related ideas are grouped to support the writer's purpose providing reasons that are supported by facts and details acknowledging alternate or opposing claim(s) providing a concluding statement or section related to the opinion/position presented&lt;br&gt;• Linking opinion/position and reasons using words and phrases&lt;br&gt;• Using linking/transition words that show relationships</td>
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<td><strong>4. W.1b.</strong> Provide reasons that are supported by facts and details.</td>
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<tr>
<td><strong>4. W.1c.</strong> Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</td>
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<td><strong>4. W.1d.</strong> Provide a concluding statement or section related to the opinion presented.</td>
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<td><strong>GRADE FOUR</strong></td>
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<tr>
<td><strong>LITERACY</strong></td>
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<td><strong>WRITING</strong></td>
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<tr>
<td><strong>4. W.2:</strong> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</td>
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<tr>
<td><strong>4. W.2a.</strong> Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</td>
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<tr>
<td><strong>4. W.2b.</strong> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</td>
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<tr>
<td><strong>4. W.2c.</strong> Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</td>
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<tr>
<td><strong>4. W.2d.</strong> Use precise language and domain-specific vocabulary to inform about or explain the topic.</td>
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<tr>
<td><strong>4. W.2e.</strong> Provide a concluding statement or section related to the information or explanation presented.</td>
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</table>

- Informative/explanatory writing
- Topic
- Relevant information (e.g., facts, definitions, concrete details, personal experiences, quotations, observations, interviews)
- Organizational patterns (e.g., definition, classification, comparison/contrast, and cause/effect)
- Formatting devices (e.g., headings, paragraphs)
- Illustrations
- Multimedia
- Domain-specific vocabulary
- Style (e.g., formal, informal, specific to audience)
- Primary sources
- Secondary sources (e.g., UDLib/Search)
- Effective introduction/ hook (e.g., one that is separate from the body and presents a simple thesis)
- Awareness of audience
- Linking /Transition words, phrases, clauses (e.g., another, for example, also, because)
- Forms (e.g., letters to appropriate individuals/organizations (editor, boards, business), summaries, reports (book, research), essays, articles (newspaper, magazine), messages/memos, notices, biography, autobiography, reviews)
- Effective conclusion/concluding statement or section (e.g., one that moves beyond *The End*)
- Good authors of informative/explanatory writing develop texts that examine a topic and convey ideas and information clearly.
- Good authors use informative/explanatory writing to communicate information related to real-world tasks.
- Good readers and writers write to make meaning of what they read.
- Select an interesting, yet manageable, subject for writing or one that meets the requirements of the assignment
- Select an appropriate writing form
- Analyze and use primary and secondary sources to locate, sort (categorize, classify) and select relevant facts, definitions, concrete details, quotations or other information and examples differentiating between relevant and irrelevant information addressing the needs of the audience generating new ideas and/or perspectives avoiding plagiarism selecting an organizational pattern appropriate for the topic and purpose
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly by engaging the reader with an introduction/hook that presents the topic introducing the topic clearly grouping related information in paragraphs and sections addressing the needs of the audience developing topic with facts, definitions, concrete details, quotations or other information and examples related to the topic linking ideas within categories of information using words, phrases, and clauses using formatting devices to aid comprehension when appropriate using precise language and domain-specific vocabulary to inform about or explain the topic providing a concluding statement or section that follows from the information or explanation presented.
<table>
<thead>
<tr>
<th>TEXT TYPES &amp; PURPOSES</th>
<th>4. W.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. W.3a.</td>
<td>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</td>
</tr>
<tr>
<td>4. W.3b.</td>
<td>Use dialogue and description to develop experiences and events or show the responses of characters to situations.</td>
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<tr>
<td>4. W.3c.</td>
<td>Use a variety of transitional words and phrases to manage the sequence of events.</td>
</tr>
<tr>
<td>4. W.3d.</td>
<td>Use concrete words and phrases and sensory details to convey experiences and events precisely.</td>
</tr>
<tr>
<td>4. W.3e.</td>
<td>Provide a conclusion that follows from the narrated experiences or events.</td>
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</table>

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</tr>
<tr>
<td>Narrative writing</td>
<td>Good authors of narrative writing effectively develop real or imagined experiences or events to tell a story that engages the reader.</td>
<td>Select/identify real or imagined experiences or event(s) to tell about</td>
</tr>
<tr>
<td>Topic</td>
<td>Good authors use model/example texts to guide them as they compose their own narrative pieces.</td>
<td>Select an appropriate writing form</td>
</tr>
<tr>
<td>Characters</td>
<td>Good authors use narrative elements to develop other kinds of writing such as argumentative and informational texts.</td>
<td>Select/identify details about an event(s) and people differentiating between relevant and irrelevant details addressing the needs of the audience selecting an organizational pattern appropriate for the topic and purpose</td>
</tr>
<tr>
<td>Characters responses to situations</td>
<td>Good authors use sensory images to describe feelings, events, and/or characters.</td>
<td>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences by</td>
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<tr>
<td>Narrator</td>
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<td>Orienting the reader by establishing a situation and introducing a narrator and/or characters; organizing an event sequence that unfolds naturally using dialogue and description to develop experiences and events or show the response of characters to situations using a variety of transitional words and phrases to manage the sequence of events using concrete words and phrases and sensory details to convey experiences and events precisely providing a conclusion that</td>
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<tr>
<td>Dialogue</td>
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<td>follows from the narrated experiences or events</td>
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<td>Elaboration</td>
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<tr>
<td>Awareness of audience</td>
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<tr>
<td>Description</td>
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<tr>
<td>Relevant, concrete details/examples</td>
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<tr>
<td>Difference between relevant and irrelevant details</td>
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<tr>
<td>Transitional words and phrases</td>
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<tr>
<td>Sequence of events</td>
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<tr>
<td>Closure/ending/conclusion</td>
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<tr>
<td>Forms (e.g., short stories, journals, poems, personal essays)</td>
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<tr>
<td>Organizational pattern(s) (e.g., chronological, reflective, flashback)</td>
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<tr>
<td>Event(s) (topic and situation-what happened. For example, “my dog” is a topic; “my dog ate my homework” is an event)</td>
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<tr>
<td>Reaction/response (e.g., Why was the event important? How did the event make you feel?)</td>
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<tr>
<td>Sensory images (e.g., figurative language: descriptions of how things look, feel, smell, taste, sound)</td>
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# Grade Four

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### 4. W.4
- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
  - Analyze the reason for writing to decide on task, purpose, or audience
  - Determine suitable idea development strategies
  - Determine suitable organization appropriate to the task, purpose, or audience

### 4. W.5
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
  - Recognize how to plan
  - Recognize how to revise
  - Recognize how to edit
  - Recognize how to rewrite
  - Recognize how to try a new approach
  - Know how to edit for conventions
  - Develop and strengthen writing by planning
  - Develop and strengthen writing by revising
  - Develop and strengthen writing by editing
  - Develop and strengthen writing by rewriting
  - Develop and strengthen writing by trying a new approach

### 4. W.6
- With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
  - Use keyboarding skills
  - Use word processing to produce and publish writing
  - Use the Internet to communicate with others
  - Use technology to develop, revise, edit, and publish writing
  - Use technology to communicate and collaborate
  - Use keyboarding skills to type a minimum of one page in a single sitting
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<td>WRITING</td>
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<tr>
<td>4. W.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.</td>
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<tr>
<td>4. W.8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</td>
<td>Identify relevant information from a passage</td>
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| 4. W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.  
  4. W.9a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].").  
  4. W.9b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text."). | Identify key ideas and details as evidence to support conclusions | Draw evidence as support for research | Identify the various purposes for writing |
| 4. W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | Write for various purposes and to various audiences for short or extended time frames | Write for a range of discipline-specific tasks, purposes, and audiences | Write for various purposes and to various audiences for short or extended time frames |

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### KNOW

(Factual)

Multiplication scenarios can be interpreted differently based on the context of the problem. Ex: A “5 times greater than 7” problem is interpreted differently than “5 groups of 7” but both are derived from 5 x 7.

Additive thinking is “how many more”.

Multiplicative thinking is “how many times more”.

Problems can be solved by writing the solution pathway in algebraic notation and then solving for the unknown.

Estimation in multiplication and division can predict the size of the answer & help to assess the reasonableness of a solution.

### UNDERSTAND

(Conceptual)

Factors and multiples can be used to determine part-whole relationships.

By utilizing efficient methods of multiplication and division, more complex problem solving is possible.
Use the four operations with whole numbers to solve problems.
1. Interpret a multiplication equation as a comparison, e.g., interpret 5 × 7 as a statement that 5 is 7 times as many as 1. Represent verbal statements of multiplicative comparisons as multiplication equations. CC.4.OA.1

2. Compare quantities by thinking “N times as large” is necessary to compare units of measure, e.g., when comparing yards to feet, “A yard is 3 times as large as a foot.”

3. Compare quantities by thinking “10 times as large” is necessary to compare the place value of the digits, e.g., 70 is 10 times as large as 7.

4. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.

5. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

EX: “I can write 5 poems every day. I already have a poem in my journal. How many days should I work to have a total 31 poems in my journal?”

5 x N + 1 = 31

Gain familiarity with factors and multiples.
4. Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite. CC.4.OA.4

Generate and analyze patterns.
5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way. CC.4.OA.5

Connections to other domains &/or Clusters:
Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...

2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressions measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

3. Apply the area and perimeter formulas for rectangles in real-world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.

4. Generate place value understanding for multi-digit whole numbers.
1. 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. For example, recognize that 700 + 70 = 10 by applying concepts of place value and division.

2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.

3. Apply the area and perimeter formulas for rectangles in real-world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.

Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. CC.4.NF.4

a. Understand a fraction a/b as a multiple of 1/b. For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4). CC.4.NF.4a

b. Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.) CC.4.NF.4b

c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?

5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.

6. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.

CC.4.NF.7
### Grade Four

#### Mathematics

**Common Core Standards**

- 4.NBT.1, 4.NBT.2, 4.NBT.3, 4.NBT.4, 4.NBT.5, 4.NBT.6

#### Number and Operations Base Ten: Place Value

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<tr>
<td><strong>(Factual)</strong></td>
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**Know:**

- **Expanded notation** can be used to show order, values of each digit, and the powers of 10.

- The **Distributive Property of Multiplication** can be modeled in an array as well as with expanded notation.

- Rounding a number to the largest place value can be accomplished by answering: “Is this number closest to N-thousand or N+1 thousand?”

- **Multiplication and division** are inverse operations.

**Understand:**

- The number system is a repeated counting pattern based on tens and powers of ten.

- Efficient strategies for multi-digit arithmetic are based on applying the properties of operations.

**Generalize place value understanding for multi-digit whole numbers.**

1. 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. For example, recognize that $700 ÷ 70 = 10$ by applying concepts of place value and division. **CC.4.NBT.1**
2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. **CC.4.NBT.2**
3. Use place value understanding to round multi-digit whole numbers to any place. **CC.4.NBT.3**

**Use place value understanding and properties of operations to perform multi-digit arithmetic.**

4. Fluently add and subtract multi-digit whole numbers using the standard algorithm. **CC.4.NBT.4**

**Use commutative and associative properties to show methods of solving problems.**

- Prove algorithms by using expanded notation.

- **Ex:** $400 + 20 + 7$

- $300 + 50 + 2$

- $700 + 70 + 9 = 779$

**Efficient strategies rely on the distributive property of multiplication.**

- **Ex:** $4327 \times 8 = (4000\times8) + (300\times8) + (20\times8) + (7\times8)$

- **Or** by decomposing & utilizing the associative property.

- **Ex:** $70 \times 3 = 7 \times 10 \times 3 = 7 \times 3 \times 10$

5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. **CC.4.NBT.5**

**Connections to other Domains & Clusters:**

- Understand **decimal notation for fractions, and compare decimal fractions.**

5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.** CC.4.NF.6**

6. Use decimal notation for fractions with denominators 10 or 100. For example, rewrite $0.62$ as $62/100$; describe a length as $0.62$ meters; locate $0.62$ on a number line diagram. **CC.4.NF.6** For example, express $3/10$ as $30/100$, and add $3/10 + 4/100 = 34/100$. **CC.4.NF.5**

7. **Compare two decimals to hundredths by reasoning about their size.** Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model. **CC.4.NF.7**

Mathematically proficient students acquire precision in the use of mathematical language by engaging in discussion with others and by giving voice to their own reasoning. By the time they reach high school they have learned to examine claims, formulate definitions, and make explicit use of those definitions. The terms students should learn to use with increasing precision in this unit are: **Place Value, Standard**
# GRADE FOUR

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<tr>
<th>MATHEMATICS</th>
<th>NUMBER &amp; OPERATIONS – FRACTIONS-EQUIVALENCE, COMPARING FRACTIONS &amp; DECIMALS</th>
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## KNOW

### (Factual)

Multiplying a fraction by one always results in an equivalent fraction. Ex: \( \frac{1}{4} \times \frac{3}{3} = \frac{3}{12} \)

Equivalent fractions can be generated using area models, ratio models, number lines and fractions bars.

Compare fractions using common denominator, common numerator, comparison to benchmark and distance to benchmark; as well as determining when each strategy is appropriate.

Compare decimal fractions using 10x10 grid, a number line, and measurement such as metric system, money.

## UNDERSTAND

### (Conceptual)

Equivalent fractions or decimal fractions represent the same quantity in multiple ways.

Using visual models and place value is helpful in comparing fractions and decimals.

Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.

**Extend understanding of fraction equivalence and ordering.**

1. Explain why a fraction \( \frac{a}{b} \) is equivalent to a fraction \( \frac{(n \times a)}{(n \times b)} \) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. **CC.4.NF.1**

2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model. **CC.4.NF.2**

- Models that can show equivalence include area models, ratio model, number line, and fraction bars.
- \( \frac{3}{6} = \frac{4}{8} \) because both are equal to \( \frac{1}{2} \).
- \( \frac{1}{2} = \frac{3}{6} \) because numerator and denominator are multiplied by the same number (1/2 x 3/3 = 3/6).

**Understand decimal notation for fractions, and compare decimal fractions.**

5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100. **CC.4.NF.5**

6. Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100: describe a length as 0.62 meters; locate 0.62 on a number line diagram. **CC.4.NF.6**

7. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model. **CC.4.NF.7**

**Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.**

1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two- column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...

**CC.4.MD.1**

2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. **CC.4.MD.2**
**Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.**

**Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.**

3. Understand a fraction $\frac{a}{b}$ with $a > 1$ as a sum of fractions $\frac{1}{b}$. **CC.4.NF.3**
   a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. **CC.4.NF.3a**
   b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$; $\frac{2}{8} = \frac{1}{8} + \frac{1}{8}$; $\frac{3}{8} + \frac{2}{8} = \frac{5}{8}$. **CC.4.NF.3b**
   c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. **CC.4.NF.3c**

Ex: Use the associative property to solve problems.

$2 \frac{1}{4} + 3 \frac{3}{4} = 2 + 3 + \frac{1}{4} + \frac{3}{4}$

4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. **CC.4.NF.4**
   a. Understand a fraction $\frac{a}{b}$ as a multiple of $\frac{1}{b}$. For example, use a visual fraction model to represent $\frac{5}{4}$ as the product $5 \times (\frac{1}{4})$, recording the conclusion by the equation $\frac{5}{4} = 5 \times (\frac{1}{4})$. **CC.4.NF.4a**
   b. Understand a multiple of $\frac{a}{b}$ as a multiple of $\frac{1}{b}$, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express $3 \times (\frac{2}{5})$ as $6 \times (\frac{1}{5})$, recognizing this product as $\frac{6}{5}$. (In general, $n \times (\frac{a}{b}) = \frac{(n \times a)}{b}$). **CC.4.NF.4b**
   c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat $\frac{3}{8}$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie? **CC.4.NF.4c**

**Connections to other Domains &/or Clusters:**

Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. **CC.4.MD.2**

Represent and interpret data.

4. Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection. **CC.4.MD.4**
GRADE FOUR

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**Relative sizes of measurement units (km, cm, kg, g, lb, oz., liter, ml, min. sec. Hour)**
Equivalent measurements within a measurement system can be used to solve problems. Ex: 4m = 400cm, and 24in = 2 ft. An array model can justify the formulas: A=LxW and P=2L+2W
Line plots with whole numbers must include all the whole numbers in the range. Line plots with fractions must include all whole numbers and fractions within the range. (3, 3 ½, 4, ½, )
Consistent increments

**Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.**
1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...
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**CC.4.MD.2**
3. Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor. **CC.4.MD.3**

**Represent and interpret data.**
4. Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection. **CC.4.MD.4**

**Connections to other Domains and/or Clusters:**
**Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.**
3. Understand a fraction a/b with a > 1 as a sum of fractions 1/b. **CC.4.NF.3**

d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem. **CC.4.NF.3d**

**Understand decimal notation for fractions, and compare decimal fractions.**
6. Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram. **CC.4.NF.6**

7. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model. **CC.4.NF.7**

**UNdERTAND**
(Conceptual)
Within a single system of measurement larger units are made from smaller units. (1 km=1,000 meters) Smaller units are divisions of larger unit (1 cm = 1/100 of a meter) Formulas are an efficient way to solve for area and perimeter. Line plots can be used to represent data.
# Grade Four Mathematics

## Geometry and Angle Measurement

### Common Core Standards
- 4.MD.5a-b, 4.MD.6, 4.MD.7, 4.G.1, 4.G.2, 4.G.3

<table>
<thead>
<tr>
<th>KNOW</th>
<th>DO</th>
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<tbody>
<tr>
<td><strong>(Factual)</strong></td>
<td><strong>(Procedural, Application, Extended Thinking)</strong></td>
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**Know**

- An angle is a turn
- Angles are measured in degrees. (1 full turn is 360 degrees, ½ turn =180 degrees, ¼ turn=90 degrees)
- A larger angle can be decomposed into smaller angles
- Two or more angles can be combined to make a larger angle
- 2D shapes have angles at every vertex.
- Perpendicular lines intersect at a 90 degree angle.
- Parallel lines never intersect.
- A 2D figure has line symmetry if it can be folded along the line into matching parts.

**Understand**

- **(Conceptual)**

  **Geometric measurement: understand concepts of angle and measure angles.**

  5. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: **CC.4.MD.5**
     - An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles. **CC.4.MD.5a**
     - An angle that turns through $n$ one-degree angles is said to have an angle measure of $n$ degrees. **CC.4.MD.5b**

  6. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. **CC.4.MD.6**

  7. Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure. **CC.4.MD.7**

**Draw and identify lines and angles, and classify shapes by properties of their lines and angles.**

1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. **CC.4.G.1**
2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles. **CC.4.G.2**
   - Distinguish between parallel & perpendicular lines.
3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry. **CC.4.G.3**

**Connections to other Domains &/or Clusters:**

4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. **CC.4.NF.4**
   - Understand a fraction $a/b$ as a multiple of $1/b$. For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$. **CC.4.NF.4a**

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*Example:*

A 360-degree turn can be divided into smaller parts. For instance, a 90-degree turn represents a quarter of a full turn, and a 180-degree turn is half of a full turn.