Manzanita Elementary School District

Priority Content Standards

FOURTH GRADE

English Language Arts

Based on CA Common Core and SBAC Priority Standards

Strand	Standards
Reading	**Literature** RL4 Determine the meaning of words and phrases as they are used in a text. RL5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama. RL7 Make connections between the text of a story or drama and a visual or oral presentation of the text. RL9 Compare and contrast the treatment of similar themes and topics.
	Informational Text RI1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. RI5 Describe the overall structure (i.e. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. RI8 Explain how an author uses reasons and evidence to support particular points in a text. RI9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
	Foundational Skills RF3 Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (i.e. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. RF4 Read with sufficient accuracy and fluency to support comprehension.
Writing	W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W5 Develop and strengthen writing as needed by planning, revising, and editing. W6 Demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. W7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. W8 Take notes, paraphrase, and categorize information and provide a list of sources. W10 Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two).
Speaking and Listening	SL1 Participate in discussions, carrying out assigned roles SL2 Paraphrase portions of information presented aloud SL3 Plan and deliver a presentation based on a personal experience SL6 Speak clearly, in complete sentences, and at an appropriate pace
Language	L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L2 Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content. L5 Explain the meaning of simple similes and metaphors and idioms, adages and proverbs.

Manzanita Elementary School District

Priority Content Standards

FOURTH GRADE

Mathematics

Based on CA Common Core and SBAC Priority Standards

Domain	Standards
Operations and Algebraic Thinking (OA)	Use the four operations with whole numbers to solve problems. 1. Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. 2. 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.1 3. 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. B. Gain familiarity with factors and multiples. C. Generate and analyze patterns.
Number and Operations in Base Ten (NBT)	A. 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. 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. Use place value understanding to round multi-digit whole numbers to any place. B. 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. 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. 6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
Number and Operations-Fractions (NF)	Extend understanding of fraction equivalence and ordering. 1. Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × 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. 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. 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. 4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole #. 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 100.4For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100. 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. 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.
Measurement and Data (MD)	A. Solve problems involving measurement and conversion of measurements from a larger to a smaller unit. B. Represent and interpret data. C. Geometric measurement: understand concepts of angle and measure angles.
Geometry (G)	A. Draw and identify lines and angles, and classify shapes by properties of their lines and angles.
Standards for Mathematical Practice (SMP)	• Persevere in solving problems (SMP 1) • Explain thinking and reasoning using objects, pictures or drawings (SMP 3) • Be precise in calculations, measurements and communicating thinking (SMP 6) • 7. Recognize patterns and structure (SMP 7)

Manzanita Elementary School District

Priority Content Standards

FOURTH GRADE

Science

Based on CA State Content Standards in Science

Strand	Standards
Physical Sciences 1. Electricity and magnetism are related effects that have many useful applications in everyday life.	1a. Students know how to design and build simple series and parallel circuits by using components such as wires, batteries and bulbs. 1b. Students know how to build a simple compass and use it to detect magnetic effects, including Earth's magnetic field. 1c. Students know electric currents produce magnetic fields and know how to build a simple electromagnet.
Life Sciences 2. All organisms need energy and matter to live and grow. 3. Living organisms depend on one another and on the environment for survival.	2a. Students know that plants are the primary source of matter and energy entering most food chains. 2b. Students know that producers and consumers (herbivores, carnivores, omnivores, and decomposers) are related in food chains and food webs, and may compete with each other for resources in an ecosystem. 2c. Students know that decomposers, including many fungi, insects, and microorganisms, recycle matter from dead plants and animals. 3a. Students know that ecosystems can be characterized by their living and nonliving components. 3b. Students know that in any particular environments, some kinds of plants and animals survive well, some survive less well, and some cannot survive at all.
Earth Sciences 4. The properties of rocks and minerals reflect the processes that formed them. 5. Waves, wind, water and ice shape and reshape Earth's land surface.	4a. Students know how to differentiate among igneous, sedimentary and metamorphic rocks by referring to their properties and methods of formation (the rock cycle). 5a. Students know some changes in the earth are due to slow processes, such as erosion, and some changes are due to raid processes, such as landslides, volcanic eruptions and earthquakes. 5c. Students know that moving water erodes landforms, reshaping the land by taking it away from some places and depositing it as pebbles, sand, silt and mud in other places (weathering, transport and deposition).
Investigation and Experimentation	b. Students will measure and estimate the weight, length or volume of objects. e. Students will construct and interpret graphs from measurements. f. Students will follow a set of written instruction for a scientific investigation (or building project). From the standards for grade five: a. Students will classify objects (i.e. rocks, plants, leaves) in accordance with appropriate criteria.

Manzanita Elementary School District

Priority Content Standards

FOURTH GRADE

History/Social Science

Based on CA State Content Standards

A Changing State

	Standards
Analysis Skills Chronological and Thinking	1. Student s place events and people in time sequence; they interpret time lines. 3. Students explain how the present is connected to the past. 4. Students use map and globe skills to determine the locations of places and interpret information from a legend, scale or symbol representations.
Research, Evidence and Point of View	1. Students differentiate between primary and secondary sources. 2. Students distinguish fact from fiction by comparing documentation to stories.
Historical Interpretation	1. Students summarize key events of the era they are studying and explain the historical context of those events. 2. Students identify and interpret the multiple causes and effects of historical events.
Content Standards 4.1 Geography of California	3. Identify the state capital and describe the various regions of California, including how their characteristics and physical environment affect human activity. 4. Identify the locations of the Pacific Ocean, rivers, valleys and mountain passes and explain their effects on the growth of towns. 5. Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, populations and transportation.
4.2 Pre-Columbian to the mission/rancho period	1. Discuss the major nations of California Indians, including their geographic distribution, economic activities and religious beliefs. 3. Describe the Spanish exploration and colonization of California, including the relationships among soldiers, missionaries and Indians (i.e. Juan Crespi, Junipero Serra, Gaspar de Portola). 5. Describe the daily lives of those who occupied the presidios, missions, ranchos and pueblos.
4.3 California from Bear Flag Republic to statehood	1. Identify the early settlements In California, including Fort Ross and Sutter's Fort. 3. Analyze the effects of the Gold Rush on settlements, daily life, politics and the physical environment (i.e. using biographies of John Sutter, Guadalupe Vallejo, Louise Clapp). 5. Discuss how California became a state and how its new government differed from those during the Spanish and Mexican periods.
4.4 California as an agricultural and industrial power	2. Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns, and economic conflicts between diverse groups of people. 3. Discuss immigration and migration to California between 1850 and 1900, including the diverse composition of those who came; the countries of origin and their relative locations; and conflicts and accords among the diverse groups. 5. Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California. 6. Describe the development and locations of new industries since 1900, such as aerospace, electronics, commercial agriculture, oil, and trade links with the Pacific Basin.