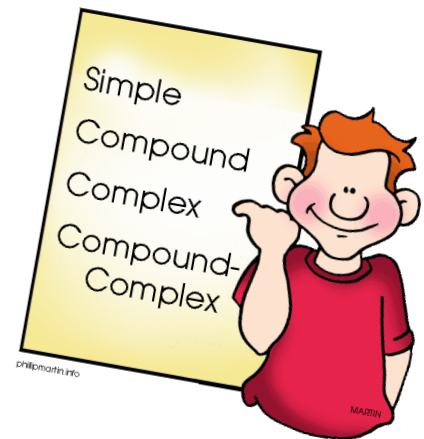
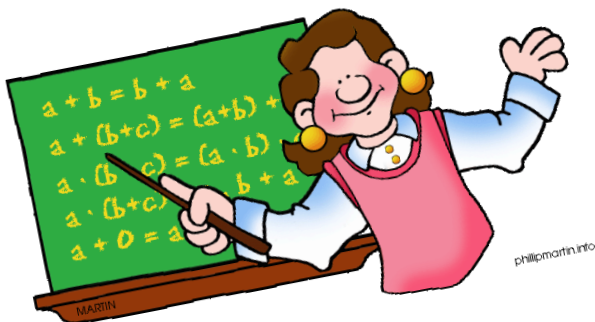


Fourth Grade

*Alabama College & Career Ready Standards for English/Language Arts and Mathematics



Summary of English/Language Arts Standards

Reading Standards for Informational Text and Literature

- ★ Refer to details and examples in a text when explaining what the text says; including the theme, characters, setting, and events in the story or drama.
- ★ Determine the meaning of words and phrases as they are used in a text.
- ★ Explain major differences among poems, drama, and prose; understanding their unique structural elements and explain events, ideas, procedures, and structure in an informational text.
- ★ Compare and contrast the point of view from stories; first-person and third-person.
- ★ Make connections between the text of a story or drama and a visual or oral presentation
- ★ Compare and contrast the themes and topics in stories, myths, and traditional literature from different cultures.
- ★ Read and comprehend a variety of grade level appropriate literature independently and proficiently.
- ★ Determine the main idea and supporting details of a text and be able to summarize the text.
- ★ Read a text and determine what happened and why it happened based on the information given.
- ★ Compare and contrast a firsthand and secondhand account of the same event or topic.
- ★ Interpret information presented visually or orally and explain how the information contributes to the understanding of the text.
- ★ Explain how an author uses reasons and evidence to support particular points in a text.
- ★ Combine information from two texts on the same topic in order to write or speak about the subject.

Foundational Skills

- ★ Use knowledge of letter-sound relationships, syllables, prefixes, suffixes, and root words to read unfamiliar words.
- ★ Read grade level text with purpose, understanding, accuracy, expression, and appropriate rate.

Writing Standards

- ★ Write an opinion piece on a topic or text stating your point of view using text-based evidence.
- ★ Write an informative/explanatory text to examine a topic; convey ideas and information clearly.
- ★ Write a real or imagined narrative using effective techniques and sequences.
- ★ Produce writing that is appropriate for grade level tasks, purposes, and audiences.
- ★ Use guidance from peers and adults to plan, revise, and edit writing.
- ★ Use digital tools to produce and publish writing, collaborate with others, and expand keyboarding skills.
- ★ Conduct short research projects to build knowledge about a topic, recall relevant information, take notes, and provide a list of sources.
- ★ Use evidence from literature and informational text to support analysis, reflection, and research.
- ★ Write routinely over different time frames and tasks.

Speaking and Listening Standards

- ★ Prepare for and participate in class discussions and ask questions to clarify any confusion.
- ★ Paraphrase portions of a text and identify the reasons and evidence a speaker provides.
- ★ Speak clearly, audibly, and with appropriate volume.

Language Standards

- ★ Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- ★ Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- ★ Determine or clarify the meaning of words and phrases by flexibly using a variety of strategies.
- ★ Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Summary of Mathematical Content Standards

The “What” our students will to learn

Operations and Algebraic Thinking

- ★ Compare the factors in a multiplication equation as groups of each other to form the product.
- ★ Multiply or divide to solve word problems.
- ★ Solve multi-step word problems using addition, subtraction, multiplication, and division.
- ★ Assess the reasonableness of answers using mental math strategies.
- ★ Find all factor pairs, multiples, and whether a number is prime or composite for a whole number from 1-100.
- ★ Make a pattern using a rule.

Numbers and Operations in Base Ten

- ★ Generalize place value understanding for multi-digit whole numbers.
- ★ Read and write multi-digit whole numbers using standard, word, and expanded form.
- ★ Compare multi-digit numbers using less than ($<$), greater than ($>$), or equal to ($=$).
- ★ Use place value understanding and properties of operations to perform multi-digit arithmetic.
- ★ Illustrate and explain calculations using arrays or area models.
- ★ Round whole numbers to any place.

Numbers and Operations - Fractions

- ★ Extend understanding of fraction equivalence and ordering by using models & comparisons.
- ★ Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
- ★ Understand decimal notation for fractions and compare decimal fractions.

Measurement and Data

- ★ Solve problems using standard and metric conversions from a larger unit to a small unit.
- ★ Use area and perimeter formulas.
- ★ Represent and interpret data using line plots.
- ★ Geometric measurement understanding concepts and measures of angles.

Geometry

- ★ Draw and identify lines and angles, classifying shapes by their lines and angles.

Summary of Mathematical Practice Standards

The “how” our students are demonstrating what they have learned.

1. Make sense of problems and persevere in solving them.

In fourth grade, students know that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. Fourth graders may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, “Does this make sense?” They listen to the strategies of others and will try different approaches. They often will use another method to check their answers.

2. Reason abstractly and quantitatively.

Fourth graders should recognize that a number represents a specific quantity. They connect the quantity to written symbols and create a logical representation of the problem at hand, considering both the appropriate units involved and the meaning of quantities. They extend this understanding from whole numbers to their work with fractions and decimals. Students write simple expressions, record calculations with numbers, and represent or round numbers using place value concepts.

3. Construct viable arguments and critique the reasoning of others.

In fourth grade, students may construct arguments using concrete referents, such as objects, pictures, and drawings. They explain their thinking and make connections between models and equations. They refine their mathematical communication skills as they participate in mathematical discussions involving questions like “How did you get that?” and “Why is that true?” They explain their thinking to others and respond to others’ thinking.

4. Model with mathematics.

Students experiment with representing problem situations in multiple ways including numbers, words (mathematical language), drawing pictures, using objects, making a chart, list, or graph, creating equations, etc. Students need opportunities to connect the different representations and explain the connections. They should be able to use all of these representations as needed. Fourth graders should evaluate their results in the context of the situation and reflect on whether the results make sense.

5. Use appropriate tools strategically.

Fourth graders consider the available tools (including estimation) when solving a mathematical problem and decide when certain tools might be helpful. For instance, they may use graph paper or a number line to represent and compare decimals and protractors to measure angles. They use other measurement tools to understand the relative size of units within a system and express measurements given in larger units in terms of smaller units.

6. Attend to precision.

As fourth graders develop their mathematical communication skills, they try to use clear and precise language in their discussions with others and in their own reasoning. They are careful about specifying units of measure and state the meaning of the symbols they choose. For instance, they use appropriate labels when creating a line plot.

7. Look for and make use of structure.

In fourth grade, students look closely to discover a pattern or structure. For instance, students use properties of operations to explain calculations (partial products model). They relate representations of counting problems such as tree diagrams and arrays to the multiplication principle of counting. They generate number or shape patterns that follow a given rule.

8. Look for and express regularity in repeated reasoning.

Students in fourth grade should notice repetitive actions in computation to make generalizations. Students use models to explain calculations and understand how algorithms work. They also use models to examine patterns and generate their own algorithms. For example, students use visual fraction models to write equivalent fractions.