



# Fourth Grade Priority Standards

## READING: Literature

- RL1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RL2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- RL3** 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).
- RL9** 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.

## READING: 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.
- RI4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- RI5** 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.

## READING: Foundational Skills

- RF4** Fluency: Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## WRITING

- W1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. 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. B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. C. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Provide a concluding statement or section related to the information or explanation presented.

- W3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. B. Use dialogue and description to develop experiences and events or show the responses of characters to situations. C. Use a variety of transitional words and phrases to manage the sequence of events. D. Use concrete words and phrases and sensory details to convey experiences and events precisely. E. Provide a conclusion that follows from the narrated experiences or events.

## LANGUAGE

- L1** Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). B. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. C. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. D. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). Form and use prepositional phrases. F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\* G. Correctly use frequently confused words (e.g., to, too, two; there, their).
- L2** Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use correct capitalization. B. Use commas and quotation marks to mark direct speech and quotations from a text. C. Use a comma before a coordinating conjunction in a compound sentence. D. Spell grade-appropriate words correctly, consulting references as needed.
- L4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibility from a range of strategies.
- L5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

## SPEAKING AND LISTENING

- SL1** 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's ideas and expressing their own clearly.

## MATH: Operations and Algebraic Thinking

- OA1** Interpret a multiplication equation as a comparison, (e.g., interpret  $35 = 5 \times 7$  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.
- OA2** Use the four operations with whole numbers to solve problems. 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.
- OA3** Use the four operations with whole numbers to solve problems. 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.

## MATH: Numbers and Operations in Base 10

- NBT1** Recognize that in a multi-digit whole number, digit in one place represents ten times what it represents in the place to its right.
- NBT5** Use place value understanding and properties of operations to perform multi-digit arithmetic. 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. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000. A range of algorithms may be used.)

### **MATH: Numbers and Operations Fractions**

- NF1** Extend understanding of fraction equivalence and ordering. Explain why a fraction  $a/b$  is equivalent to a fraction  $(n \times a)/(n \times b)$  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. (Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.)
- NF2** Extend understanding of fraction equivalence and ordering. 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. (Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.)
- NF3** Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. Understand a fraction  $a/b$  with  $a > 1$  as a sum of fractions  $1/b$ . (Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.)
- NF4** 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.

### **MATH: Measurement and Data**

- MD3** Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. 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.
- MD4** Represent and interpret data. 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.

### **MATH: Geometry**

- G1** Draw and identify lines and angles, and classify shapes by properties of their lines and angles.