



Bonita Unified School District

4th Grade Language Arts Standards

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students will understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

Word Recognition

- 1.1 Students will read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.

Vocabulary and Concept Development

- 1.2 Students will apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.
- 1.3 Students will use knowledge of root words to determine the meaning of unknown words within a passage.
- 1.4 Students will know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., international).
- 1.6 Students will distinguish and interpret words with multiple meanings.

2.0 Reading Comprehension

Students will read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in *Recommended Readings in Literature, Kindergarten through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade two, students continue to make progress toward this goal.

Structural Features of Informational Materials

- 2.1 Students will identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.2 Students will use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).
- 2.3 Students will make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.
- 2.4 Students will evaluate new information and hypotheses by testing them against known information and ideas.
- 2.5 Students will compare and contrast information on the same topic after reading several passages or articles.
- 2.6 Students will distinguish between cause and effect and between fact and opinion in expository text.
- 2.7 Students will follow multiple-step instructions in a basic technical manual (e.g., how to use *board game*, *cookbook*, *make a puppet*, computer commands or video games).

3.0 Literary Response and Analysis

Students will read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in *Recommended Readings in Literature, Kindergarten through Grade Eight* illustrate the quality and complexity of the materials to be read by students.

Structural Features of Literature

- 3.1 Students will describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.

Narrative Analysis of Grade-Level-Appropriate Text

- 3.2 Students will identify the main events of the plot, their causes, and the influence of each event on future actions.
- 3.3 Students will use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.
- 3.5 Students will define figurative language [e.g., simile, metaphor, hyperbole, personification] and identify its use in literary works.

Writing

1.0 Writing Strategies

Students will write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and the purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing, successive versions).

Organization and Focus

- 1.1 Students will select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.
- 1.2 Students will create multiple-paragraph compositions:
 - a. Provide an introductory paragraph.
 - b. Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.
 - c. Include supporting paragraphs with simple facts, details, and explanations.
 - d. Conclude with a paragraph that summarizes the points.
 - e. Use correct indentation.

Penmanship

- 1.4 Students will write fluidly and legibly in cursive or joined italic.

Research and Technology

- 1.7 Students will use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.
- 1.9 Students will demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., cursor, software, memory, disk drive, hard drive).

2.0 Writing Applications (Genres and Their Characteristics)

Students will write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standards 1.0.

- 2.1 Students will write narratives:
 - a. Relate ideas, observations, or recollections of an event or experience.
 - b. Provide a context to enable the reader to imagine the world of the event or experience
 - c. Use concrete sensory details.
 - d. Provide insight into why the elected event or experience is memorable.
- 2.2 Students will write responses to literature:
 - a. Demonstrate an understanding of the literary work.
 - b. Support judgments through references to both the text and prior knowledge.
- 2.3 Students will write information reports:
 - a. Frame a central question about an issue or situation.
 - b. Include facts and details for focus.
 - c. Draw from more than one source of information (e.g., speakers, books, newspapers, other media sources).
- 2.4 Students will write summaries that contain the main ideas of the reading selection and the most significant details.

Written and Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions

Students will write and speak with a command of Standard English conventions appropriate to this grade level.

Sentence Structure

- 1.1 Students will use simple and compound sentences in writing and speaking.
- 1.2 Students will combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases.

Grammar

- 1.3 Students will identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.

Punctuation

- 1.4 Students will use commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions.
- 1.5 Students will use underlining, quotation marks, or italics to identify titles of documents.

Capitalization

- 1.6 Students will capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.

Listening and Speaking

1.0 Listening and Speaking Strategies

Comprehension

- 1.1 Students will ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.
- 1.2 Students will summarize major ideas and supporting evidence presented in spoken messages and formal presentations.
- 1.4 Students will give precise directions and instructions.

2.0 Speaking Applications (Genres and Their Characteristics)

- Students will deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.
- 2.3 Students will deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.
- 2.4 Students will recite brief poems (i.e., two or three stanzas), soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing.

4th Grade Math Standards

Number Sense

- 1.0 Students understand the place value of whole numbers and decimals to two decimal places and how whole numbers and decimals relate to simple fractions. Students use the concepts of negative numbers:**
- 1.1 Students will read and write whole numbers in the millions.
- 1.2 Students will order and compare whole numbers and decimals to two decimal places.
- 1.3 Students will round whole numbers through the millions to the nearest tenth, hundred, thousand, ten thousand, or hundred thousand.
- 1.5 Students will explain different interpretations of fractions, for example, parts of a whole, parts of a set, and division of whole numbers by whole numbers; explain equivalents of fractions (see Standard 4.0).
- 1.6 Students will write tenths and hundredths in decimal and fraction notations and know the fraction and decimal equivalents for halves and fourths (e.g., $\frac{1}{2} = 0.5$ or 0.50 ; $\frac{7}{4} = 1 \frac{3}{4} = 1.75$).
- 1.7 Students will write the fraction represented by a drawing of parts of a figure; represent a given fraction by using drawings; and relate a fraction to a simple decimal on a number line.
- 1.8 Students will use concepts of negative numbers (e.g., on a number line, in counting, in temperature, in "owing").
- 1.9 Students will identify on a number line the relative position of positive fractions, positive mixed numbers, and positive decimals to two decimal places.
- 2.0 Students extend their use and understanding of whole numbers to the addition and subtraction of simple decimals:**
- 2.1 Students will estimate and compare the sum or difference of whole numbers and positive decimals to two places.
- 2.2 Students will round two-place decimals to one decimal or the nearest whole number and judge the reasonableness of the rounded answer
- 3.0 Students solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationships among the operations:**
- 3.1 Students will demonstrate an understanding of, and the ability to use, standard algorithms for the addition and subtraction of multidigit numbers.
- 3.2 Students will demonstrate an understanding of, and the ability, to use, standard algorithms for multiplying a multidigit number by a two-digit number and for dividing a multidigit number by a one-digit number; use relationships between them to simplify computations and to check results.
- 3.3 Students will solve problems involving multiplication of multidigit numbers by two-digit numbers.
- 3.4 Students will solve problems involving division of multidigit numbers by one-digit numbers.
- 4.0 Students know how to factor small whole numbers:**
- 4.1 Students will understand that many whole numbers break down in different ways (e.g., $12 = 4 \times 3 = 2 \times 6 = 2 \times 2 \times 3$).
- 4.2 Students will know that numbers such as 2, 3, 5, and 11 do not have any factors except 1 and themselves and that such numbers are called prime numbers.

Algebra and Functions

- 1.0 Students use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences:**
- 1.1 Students will use letters, boxes, or other symbols to stand for any number in simple expressions or equations (e.g., demonstrate an understanding and the use of the concept of a variable).
- 1.2 Students will interpret and evaluate mathematical expressions that now use parentheses.
- 1.4 Students will use and interpret formulas (e.g., $\text{area} = \text{length} \times \text{width}$ or $A = lw$) to answer questions about quantities and their relationships.
- 2.0 Students know how to manipulate equations:**
- 2.1 Students will know and understand that equals added to equals are equal.
- 2.2 Students will know and understand that equals multiplied by equals are equal.

Measurement and Geometry

- 1.0 Students understand perimeter and area:**

- 1.1 Students will measure the area of rectangular shapes by using appropriate units, such as square centimeter (cm²), square meter (m²), square kilometer (km²), square inch (in²), square yard (yd²), or square mile (mi²).
- 1.2 Students will recognize that rectangles that have the same area can have different perimeters.
- 1.3 Students will understand that rectangles that have the same perimeter can have different areas.
- 1.4 Students will understand and use formulas to solve problems involving perimeters and areas of rectangles and squares. Use those formulas to find the areas of more complex figures by dividing the figures into basic shapes.
- 2.0 Students use two-dimensional coordinate grids to represent points and graph lines and simple figures:**
- 2.1 Students will draw the points corresponding to linear relationships on graph paper (e.g., draw 10 points on the graph of the equation $y = 3x$ and connect them by using a straight line).
- 2.2 Students will understand that the length of a horizontal line segment equals the difference of the x-coordinates.
- 2.3 Students will understand that the length of a vertical line segment equals the difference of the y-coordinates.
- 3.0 Students demonstrate an understanding of plane and solid geometric objects and use this knowledge to show relationships and solve problems:**
- 3.1 Students will identify lines that are parallel and perpendicular.
- 3.2 Students will identify the radius and diameter of a circle.
- 3.3 Students will identify congruent figures.
- 3.5 Students will know the definitions of a right angle, an acute angle, and an obtuse angle. Understand that 90°, 180°, 270°, and 360° are associated, respectively, with 1/4, 1/2, 3/4, and full terms.
- 3.6 Students will visualize, describe, and make models of geometric solids (e.g., prisms, pyramids) in terms of the number and shape of faces, edges, and vertices; interpret two-dimensional representations of three-dimensional objects; and draw patterns (of faces) for a solid that, when cut and folded, will make a model of the solid.
- 3.7 Students will know the definitions of different angles (e.g., equilateral, isosceles, scalene) and identify their attributes.
- 3.8 Students will know the definition of different quadrilaterals (e.g., rhombus, square, rectangle, parallelogram, trapezoid).

Statistics, Data Analysis, and Probability

- 1.0 Students organize, represent, and interpret numerical and categorical data and clearly communicate their findings:**
- 1.1 Students will formulate survey questions; systematically collect and represent data on a number line; and coordinate graphs, tables, and charts.
- 1.3 Students will interpret one- and two-variable data graphs to answer questions about a situation.
- 2.0 Students make predictions for simple probability situations:**
- 2.1 Students will represent all possible outcomes for a simple probability situation in an organized way (e.g., tables, grids, tree diagrams).
- 2.2 Students will express outcomes of experimental probability situations verbally and numerically (e.g., 3 out of 4; 3/4).

Mathematical Reasoning

- 1.0 Students make decisions about how to approach problems:**
- 1.1 Students will analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.
- 1.2 Students will determine when and how to break a problem into simpler parts.
- 2.0 Students use strategies, skills, and concepts in finding solutions:**
- 2.3 Students will use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.
- 2.4 Students will express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.
- 3.0 Students move beyond a particular problem by generalizing to other situations:**
- 3.2 Students will note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.

4th Grade History-Social Science Standards

- 1.0 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.**
- 1.1 Students will explain and use the coordinate grid system of latitude and longitude to determine the absolute locations of places in California and on Earth.
- 1.3 Students will identify the state capital and describe the various regions of California, including how their characteristics and physical environments (e.g., water, landforms, vegetation, climate) affect human activity.
- 1.4 Students will identify the locations of the Pacific Ocean, rivers, valleys, and mountain passes and explain their effects on the growth of towns.

2.0 Students describe the social, political, cultural, and economic life and interactions among people in California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.

- 2.1 Students will discuss the major nations of California Indians, including their geographic distribution, economic activities, legends, and religious beliefs; and describe how they depend on, adapted to, and modified the physical environment by cultivation of land use and of sea resources.
- 2.3 Students will describe the Spanish exploration and colonization of California, including the relationships among soldiers, missionaries, and Indians (e.g., Juan Crespi, Junipero Serra, Gaspar de Portola).
- 2.4 Students will describe the mapping of, geographic basis of, and economic factors in the placement and function of the Spanish missions; and understand how the mission system expanded the influence of Spain and Catholicism throughout New Spain and Latin America.
- 2.5 Students will describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos.
- 2.7 Students will describe the effects of the Mexican War for Independence on Alta California, including its effects on the territorial boundaries of North America.
- 3.0 Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.**
- 3.2 Students will compare how and why people traveled to California and the routes they traveled (e.g., James Beckwourth, John Bidwell, John C. Fremont, Pio Pico).
- 3.3 Students will analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment (e.g., using biographies of John Sutter, Mariano Guadalupe Vallejo, Louise Clapp).
- 3.4 Students will study the lives of women who helped build early California (e.g., Biddy Mason).
- 3.5 Students will discuss how California became a state and how its new government differed from those during the Spanish and Mexican periods.
- 4.0 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850's.**
- 4.2 Students will explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed changes in towns (e.g., Sacramento, San Francisco), and economic conflicts between diverse groups of people.
- 4.3 Students will 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 (e.g., the 1882 Chinese Exclusion Act).
- 4.5 Students will discuss the effects of the Great Depression, the Dust Bowl and World War II on California.
- 4.6 Students will describe the development and locations of new industries since the turn of the century, such as the aerospace industry, electronics industry, large-scale commercial agriculture and irrigation projects, the oil and automobile industries, communications and defense industries, and important trade links with the Pacific Basin.

4th Grade Science Standards

Physical Sciences

1.0 Electricity and magnetism are related effects that have many useful applications in everyday life. As a basis for understanding this concept:

- a. Students know how to design and build simple series and parallel circuits by using components such as wires, batteries, and bulbs.
- b. Students know use it (a compass) to detect magnetic effects, including Earth's magnetic field.
- c. Students know electric currents produce magnetic fields.
- e. Students know electrically charged objects attract or repel each other.
- f. Students know that magnets have two poles (north and south) and that like poles repel each other while unlike poles attract each other.
- g. Students know electrical energy can be converted to heat, light, and motion.

Life Sciences

2.0 All organisms need energy and matter to live and grow. As a basis for understanding this concept:

- a. Students know plants are the primary source of matter and energy entering most food chains.
- b. Students know 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.
- c. Students know decomposers; including many fungi, insects, and microorganisms, recycle matter from dead plants and animals.

3.0 Living organisms depend on one another and on their environment for survival. As a basis for understanding this concept:

- a. Students know ecosystems can be characterized by their living and nonliving components.
- c. Students know many plants depend on animals for pollination and seed dispersal, and animals depend on plants for food and shelter.

Earth Sciences

- 4.0** The properties of rocks and minerals reflect the processes that formed them. As a basis for understanding this concept:
- a. Students know how to differentiate among igneous, sedimentary, and metamorphic rocks by referring to their properties and methods of formation (the rock cycle).
 - b. Students know how to identify common rock-forming minerals (including quartz, calcite, feldspar, mica, and hornblende) and ore minerals by using a table of diagnostic properties.
- 5.0** Waves, wind, water, and ice shape and reshape Earth's land surface. As a basis for understanding this concept:
- a. Students know some changes in the earth are due to slow processes, such as erosion, and some changes are due to rapid processes, such as landslides, volcanic eruptions, and earthquakes.
 - b. Students know natural processes, including freezing and thawing and the growth of roots, cause rocks to break down into smaller pieces.
 - c. Students know 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

- 6.0 Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:**
- a. Differentiate observation from inference (interpretation) and know scientists' explanations come partly from what they observe and partly from how they interpret their observations.
 - f. Follow a set of written instructions for a scientific investigation.