4th Grade Progress Report Addendum
Students are evaluated based on their achievement of the grade-level skills, strategies and concepts identified in the California content standards. This document reflects end-of-the-year expectations.

4

English Language Arts

Reading	**Literature** ➢ Determine a theme of a story, drama, or poem from details in the text; summarize the text. ➢ Describe in depth a character, setting, or event drawing on specific details in the text *(character's thoughts, words or actions)*. ➢ Compares and contrasts the treatment of similar themes topics in stories, myths, and traditional literature from different cultures. ➢ Reads a range of complex texts independently and proficiently.	**Informational Text** ➢ Determines the main idea of a text and explains how it is supported by key details; summarize the text. ➢ Describes the overall structure of events, ideas, concepts or information in a text or part of a text *(e.g., chronology, comparison, cause/effect, problem/solution)*. ➢ Compare and contrast a firsthand and secondhand account of the same event or topic ➢ Reads a range of complex texts and formats independently and proficiently *(including history/social studies, science, and technical texts)*.

Writing	**Opinion Pieces** ➢ Writes well-organized and well-developed opinion pieces on topics and supporting a point of view with reasons and information. ➢ Produces clear and coherent writing *(multiparagraphs)* and organization are appropriate to task, purpose, and audience. ➢ Develops and strengthens writing through planning/research, revising, editing, and publishing.	**Informative/Explanatory Texts** ➢ Writes well-organized and well-developed informative texts to examine a topic and convey ideas and information clearly. ➢ Produces clear and coherent writing *(multiparagraphs)* and organization are appropriate to task, purpose, and audience. ➢ Develops and strengthens writing through planning/research, revising, editing, and publishing.	**Narratives** ➢ Writes well-organized and well-developed narratives to develop experiences or events using effective technique, descriptive details, and clear event sequences. ➢ Produces clear and coherent writing *(multiparagraphs)* and organization are appropriate to task, purpose, and audience. ➢ Develops and strengthens writing through planning/research, revising, editing, and publishing.

Speaking and Listening	➢ Engages in a range of collaborative discussions about 4th grade topics in a variety of settings (one-on-one, in groups, and teacher led) with diverse partners. ➢ Follows agreed upon rules for discussions, comes to discussions prepared, pose and respond to specific questions and explain their own ideas and understanding in light of the conversation. ➢ Determines the main ideas and supporting details of a text read aloud or information presented in diverse media formats. ➢ Identify the reasons and evidence a speaker or media source provides to support points. ➢ Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.

Language and Foundational Skills	**Language** ➢ Demonstrates command of the conventions of Standard English *(capitalization, ending punctuation, spelling patterns)*. ➢ Uses grade-appropriate Standard English grammar and academic language to support reading, writing, and speaking *(prepositional phrases, modal auxiliaries)* ➢ Determines and clarifies the meaning of unknown and multiple meaning words using an array of strategies *(context, Greek and Latin affixes, reference materials)*.	**Foundational Skills- English** ➢ Knows and applies grade-level phonics and word analysis skills in decoding words (syllabication patterns, morphology, roots, and affixes) ➢ Reads grade level text with accuracy and fluency to support comprehension. ➢ Uses context to confirm or self-correct word recognition and understanding.

History/Social Science

➢ Demonstrates an understanding of the physical and human geographic features that define places and regions in California.
➢ Describes the social, political, cultural, and economic life and interactions among people of California (pre-Columbian societies to the Spanish and Mexican ranch periods)
➢ Explains the economic, social, and political life in California (Bear Flag Republic through the Mexican- American War, the Gold Rush, and the granting of statehood).
➢ Understands the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.

Science

Physical Science	Life Science	Earth Science
➢ Provide evidence that energy can be transferred from place to place by moving objects, sound, light, heat, or electricity.	➢ Make claims about how structures of plants and animals have a specific function.	➢ Analyze and interpret maps of landscapes and gather evidence from rock layers that wind, water, and living things reshape the landscape.

Science and Engineering Practices

1. Asks questions (for science) and defines problems (for engineering). 2. Develops and uses models. 3. Plans and carries out investigations. 4. Analyzes and interprets data.	5. Uses mathematics and computational thinking. 6. Constructs explanations (for science) and designs solutions (for engineering). 7. Engages in argument from evidence. 8. Obtains, evaluates, and communicates information.

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Mathematics

Operations and Algebraic Thinking	Number and Operations in Base Ten	Numbers and Operations-- Fractions	Measurement and Data	Geometry
➢ Uses the four operations to solve word problems with whole number and whole number answers as well as those with remainders. ➢ Understands factors and multiples; including finding all factor pairs for a whole number in the range 1 – 100. ➢ Generates a number or shape pattern that follows a given rule.	➢ Reads, writes, and compares multi-digit whole numbers. ➢ Recognizes and uses place value understanding to round multi-digit whole numbers to any place. ➢ Fluently adds and subtracts multi-digit whole numbers; understands the standard algorithm for addition and subtraction. ➢ Multiplies a whole number of up to 4 digits by a one-digit number and multiplies two two-digit numbers. ➢ Finds whole-number quotients and remainders with up to four-digit dividends and one-digit divisor, using strategies based on place value, properties of operations, and/or the relationship between multiplication and division.	➢ Develops deeper understanding of fraction equivalence. ➢ Compares two fractions, using the correct symbol, with different numerators and different denominators. ➢ Solves problems involving addition and subtraction of fractions. ➢ Multiplies a fraction by a whole number, within word problems as well as equations. ➢ Expresses a fraction with a denominator 10 as an equivalent fraction with denominator 100 or a decimal and uses this to add. ➢ Compares two decimals to the hundredths by reasoning about their size.	➢ Knows relative size of measurement units within a system of units. ➢ Converts measurements from a larger to smaller unit (within a system). ➢ Uses the four operations to solve word problems involving distance, intervals of time, liquid volumes, masses of objects and money (including problems involving simple fractions or decimals). ➢ Makes a line plot to display a data set in fractions of a unit and solve problems involving addition and subtraction of fractions using a line plot. ➢ Recognizes angles as geometric shapes formed by two rays and that an angle is measured in degrees. ➢ Solves problems involving addition and subtraction of angles.	➢ Draws and identifies points, lines, line segments, rays, angles, and perpendicular and parallel lines. ➢ Classifies two-dimensional figures based on the presence or absence of parallel or perpendicular lines or specific angles ➢ Identifies and draws lines of symmetry.

Standards for Mathematical Practice

➢ SMP #1: Makes sense of problems and perseveres in solving them. ➢ SMP #2: Reasons abstractly and quantitatively. ➢ SMP #3: Constructs viable arguments and critiques the reasons of others. ➢ SMP #4: Models with mathematics.	➢ SMP #5: Uses appropriate tools strategically. ➢ SMP #6: Attends to precision. ➢ SMP #7: Looks for and makes use of structure. ➢ SMP #8: Looks for and expresses regularity in repeated reasoning.

Visual & Performing Arts

Dance	Media Arts	Music	Theatre	Visual Arts
Identify ideas for choreography generated from a variety of stimuli (e.g., music/sound, text, objects, images, notation, observed dance, experiences).	Conceive of original artistic goals for media artworks using a variety of generative methods, such as brainstorming and modeling.	Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural).	Articulate the visual details of imagined worlds and improvised stories that support the given circumstances in a drama/theatre work.	Brainstorm individual and collaborative approaches to a creative art or design problem.

Physical Education

Movement Skills and Patterns	Physical Fitness	Health

➢ Demonstrate motor skills e.g. rope jumping, throwing, catching, kicking, punting, striking, serving, dribbling hand/foot while keeping away from a defender, trapping, and volleying.
➢ Explains and describes offense and defense strategies.
	➢ Analyzes and explains a variety of movement elements that include manipulative activities.
	➢ Performs sustained movement for increasing periods of time; sets goals and records changes in aerobic capacity, flexibility, and muscular strength.
	➢ Explains the principles of fitness and nutrition.
		➢ Development of health literacy through:
		  ➢ acceptance of personal responsibility for lifelong health
		  ➢ respect for and promotion of the health of others
		  ➢ an understanding of the process of growth and development
		  ➢ informed use of health-related information, products and services.